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ABSTRACT

This manual is a technical resource to explain the accountability system used by the Texas Education Agency to evaluate the performance of public school districts and campuses through ratings, acknowledgments, rewards, sanctions, and reports. This edition addresses the 2001 rating process, special circumstances, other accountability system components, and other information relevant to the system. All information necessary to compute 2001 ratings and acknowledgments for districts and regular campuses is conveyed. In addition, a preview of the 2002-2005 accountability systems is provided so that schools and districts are notified of future indicators, standards, and directions. The manual contains these sections: (1) "Introduction to the Texas Accountability System"; (2) "2001 Accountability System"; (3) "2001 Accountability Rating Criteria and Standards"; (4) "2001 Acknowledgments and Recognitions"; (5) "2001 Campus Comparable Improvement"; (6) "Special Issues and Exceptions"; (7) "Appealing the 2001 Accountability Ratings"; (8) "System Safeguards"; (9) "Using the 2001 Accountability Data Tables"; (10) "Accountability System Reports"; (11) "Local Reporting and Use of Performance Results"; (12) "Additional Information"; (13) "Preview for the 2001-2005 Accountability Systems"; (14) "Accountability System Facts" and (15) "Appendixes." The appendixes present statutory requirements and discuss rules, indicate whom to call with questions, and list acknowledgments. (SLD)

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2001 Accountability Manual

The 2001 Accountability Rating System
for Texas Public Schools and School Districts
and
Blueprint for the 2002 through 2005 Accountability Systems

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Texas Education Agency
Department of Accountability Reporting and Research
April 2001

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Section I – Introduction to the Texas Accountability System

The ***Accountability Manual*** is a technical resource to explain the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses through ratings, acknowledgments, rewards, sanctions, and reports. The *Manual* is updated and published annually.

This edition addresses the 2001 rating process, special circumstances, other accountability system components, and other information relevant to the system. All information necessary to compute 2001 ratings and acknowledgments for districts and regular campuses is conveyed. Procedures for determining the 2001 ratings for alternative education campuses are provided in a related publication: ***2000-2001 Alternative Education Accountability Manual,*** published last year in April 2000.

In addition, a preview of the 2002 – 2005 accountability systems is provided so that schools and districts are notified of future indicators, standards, and directions. This information is contained in *Section XIII, Preview for the 2002 – 2005 Accountability Systems* .

System Overview

In 1993, the Texas Legislature enacted the statutes that mandated the creation of the Texas public school accountability system to accredit school districts and rate schools. Texas Education Agency staff, educators and school board members, business and community representatives, professional organizations, and legislative representatives across the state collaborated on the system design. Having a comprehensive student-level information system (PEIMS) and a pre-existing assessment system (TAAS) designed to test knowledge of the state curriculum defined by the State Board of Education made the implementation and enhancement of the public education accountability system possible. PEIMS was first implemented in 1986, and TAAS was implemented in 1990. The statewide curriculum was first implemented in 1985 and later updated by the State Board of Education in 1998.

The accountability system integrates the statewide curriculum; the state criterion-referenced assessment system; district and campus ratings; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state-level reports.

The commissioner of education sets the standards for each rating category within parameters specified in statute. The standards were designed to phase in increasingly higher expectations for districts and campuses. Between 1995 and 2000, expectations for acceptable performance have been raised every year. In 2001, the system will be made more rigorous in different ways: lowering the minimum size criteria (the number the student groups whose performance is evaluated for a particular school or district could increase), and by requiring lower dropout rates to earn the *Recognized* and *Academically Acceptable / Acceptable* ratings. More restrictive exemption rules for limited English-proficient students are also scheduled to take effect.

System Philosophy

Guiding Principles

Since 1993, the Texas Education Agency has worked closely with public school personnel and others to develop an integrated accountability system. The system is based upon a number of guiding principles. These are:

- **STUDENT PERFORMANCE**
  The system is first and foremost designed to improve student performance;
- **RECOGNITION OF DIVERSITY**
  The system is fair and recognizes diversity among schools and students;
- **SYSTEM STABILITY**
  The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- **STATUTORY COMPLIANCE**
  The system is designed to comply with statutory requirements;
- **APPROPRIATE CONSEQUENCES**
  The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;
- **LOCAL PROGRAM FLEXIBILITY**
  The system allows for flexibility in the design of programs to meet the individual needs of students;

- **LOCAL RESPONSIBILITY**
  The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **PUBLIC'S RIGHT TO KNOW**
  The system supports the public's right to know levels of student performance in each school district and on each campus.

Components of the System

AEIS

As stated previously, this system integrates district and campus ratings, district and campus recognition for high performance, and campus, district, and state-level reports. The Academic Excellence Indicator System (AEIS) serves as the basis for all accountability ratings, rewards, and reports.

Ratings

For 2001, each district and campus will be assigned one of these ratings:

DISTRICT RATINGS		CAMPUS RATINGS	
Standard	Special Circumstances	Standard	Special Circumstances
• *Exemplary*	• *Academically Unacceptable: Special Accreditation Investigation (SAI)*	• *Exemplary*	• *Not Rated* — *PreK / K* — *Charter* — *Data Quality*
• *Recognized*		• *Recognized*	
• *Academically Acceptable*		• *Acceptable*	
• *Academically Unacceptable*	• *Suspended: Data Inquiry*	• *Low-performing*	• *Alternative Education* — *Commended* — *Acceptable* — *Needs Peer Review* — *Not Rated*
	• *Charter*		
			• *Suspended: Data Inquiry*

Indicators

BASE INDICATORS are those indicators used to determine accountability ratings using standard procedures. For the 2001 accountability system there are two base indicators for all levels of ratings:

- Texas Assessment of Academic Skills (TAAS) performance in reading, mathematics, and writing; and
- Dropout Rate.

ADDITIONAL INDICATORS are those indicators for which districts and campuses may receive supplementary recognition: those performance assessments identified in statute or identified by the commissioner, but not used to determine ratings. Any district or campus meeting all of the base indicator standards for at least the *Academically Acceptable / Acceptable* rating is eligible to be considered for additional acknowledgment. In 2001, Additional Indicators are:

- Attendance Rates;
- College Admissions Testing Results;
- TAAS / TASP Equivalency;
- Participation in the State Board of Education's Recommended High School Program;
- Comparable Improvement for Reading; and
- Comparable Improvement for Mathematics.

REPORT-ONLY INDICATORS provide additional information about schools and campuses, but they are used neither for ratings or additional acknowledgment. These are published in Academic Excellence Indicator System (AEIS) reports but not evaluated against a state standard. (See *Section X, Accountability System Reports.*) In some cases, the indicators may be evaluated in the future, but not in the report year. The system allows for new indicators to be phased in over a number of years prior to use in the accountability system as base or additional Indicators. In general, new indicators are benchmarked for one year, reported for the next two years, and used in the system for ratings or acknowledgments the fourth year.

Rewards

Statute provides monetary rewards for high performance or improvement. The Texas Successful Schools Award System (TSSAS) provides for campus monetary awards to schools. In 1999, the Texas Legislature appropriated $5 million for the 2000 / 2001 biennium to fund this program. Awards distributed in 2001 are based on the 2000 ratings and are directed to those schools rated *Exemplary, Recognized,* or *Acceptable* which have exhibited significant gains in student performance. The highest performing districts and campuses are also exempted by statute from specific regulations and requirements.

Sanctions

Statute also provides sanctions and remedies for poor performance. Districts and schools receiving the lowest accountability ratings receive site visits from a peer review team in the following school year and must develop and implement an improvement plan to address the area(s) of poor performance. If the district or campus receives the lowest rating over two or more consecutive years, the level of state intervention increases. (See *Section VIII, System Safeguards* for additional information.)

In 1995, the Texas Legislature created the Public Education Grant Program (PEG) which permits parents with children attending a poor performing school to transfer their children to another public school, even one outside district boundaries, that had higher performance results.

Reports

District and campus AEIS reports show performance on all performance indicators as well as profile data items. Profile items are student, staff, and budgeted financial information which provide context for interpreting the performance results. Annual AEIS data serve as the basis for all accountability ratings, awards, and reports. Since TAAS testing occurs in late spring, these reports are issued the following fall, after the close of the accountability ratings cycle.

A second reporting component required by statute is the School Report Card. TEA provides each district with custom School Report Cards which the school, in turn, must provide to each student's family. See *Section X, Accountability System Reports* for more information about each of these reports.

Key Dates

Release dates for ratings, recognitions, and reports are identified below. A complete schedule of all events affecting the accountability system is provided in *Section XII, Additional Information*.

◆ August 16, 2001	**RATINGS FOR DISTRICTS AND SCHOOLS.** On this date, TEA releases final accountability ratings and, for schools and districts rated under standard procedures, acknowledgment on Additional Indicators. Ratings for all districts and schools, regardless of whether they operate on traditional or year-round calendars, or whether an alternative education school is being evaluated using the optional criteria, are issued in mid-August.
◆ October 2001	**AEIS REPORTS.** TEA issues AEIS reports to all districts and campuses.
◆ November 2001	**SCHOOL REPORT CARD.** TEA provides the School Report Card to all districts for each campus.
◆ January 1, 2002	**PEG PROGRAM NOTIFICATION (DISTRICTS).** TEA notifies districts of the schools identified under the criteria for the Public Education Grant Program.
◆ Winter 2002	**REWARD PROGRAM NOTIFICATION.** TEA notifies schools of financial awards made through the TSSAS program, based on the 2001 ratings cycle.
◆ February 1, 2002	**PEG PROGRAM NOTIFICATION (PARENTS).** Districts notify parents of students attending schools identified under the criteria for the Public Education Grant Program.

Academic Excellence Indicator System (AEIS)

Information used to rate and acknowledge districts and schools, and to provide a more comprehensive profile of characteristics and performance is compiled into the Academic Excellence Indicator System (AEIS). The AEIS is used for all aspects of the integrated accountability system. In addition to being used to determine accountability ratings, AEIS is used to determine additional acknowledgments, to determine campus-level performance awards, and to produce a variety of reports.

This is a comprehensive system; both performance and profile information are available for all districts and schools. Profile information is report-only. Three types of performance indicators are used in the system:

- **BASE INDICATORS** are identified in statute and used to determine accountability ratings.
- **ADDITIONAL INDICATORS** are used to acknowledge high performance on other statutorily defined indicators.
- **REPORT-ONLY INDICATORS** are reported on annual campus-, district-, region-, and state-level reports. They may be identified by statute, identified by the commissioner, or adopted by the State Board of Education.

Comparisons to the 2000 System

In 2001, there are a number of changes in the ratings evaluation criteria: a change in the number of base indicators evaluated; increased evaluation of student group performance results, more rigorous dropout rate standards for *Recognized* and *Academically Acceptable / Acceptable*, and inclusion of more students in the assessment results used to determine ratings (LEP exemption policy change). See *Section III, 2001 Accountability Rating Criteria and Standards* and *Section IV, 2001 Acknowledgments and Recognitions* of the manual for specifics on standards and criteria.

What Changes for 2001

Base Indicator Definitions

- TAAS results will include results for more limited English-proficient students in grades 3-8 and 10, due to restrictions in the allowable exemptions imposed by statute.
- Dropout information reported for some students served at disciplinary alternative education programs (DAEPs), Juvenile Justice Alternative Education Programs (JJAEPs), and short-term Alternative Education Programs (AEPs) will be attributed to the "campus of accountability" either reported by the district or assigned by the agency based on PEIMS attendance records reported for the prior year. NEW!
- The attendance rate will no longer be evaluated as a Base Indicator. Instead, it will be evaluated for Additional Acknowledgment. NEW!

Rating Standards

- Dropout Rate standards have changed.
    - *Exemplary* — 1.0 percent or lower *[no change]*
    - *Recognized* — **3.0** percent or lower *[changed from 3.5 percent]* NEW!
    - *Academically Acceptable / Acceptable* — **5.5** percent or lower *[changed from 6.0 percent]*
- **SPECIAL EDUCATION COMPLIANCE STATUS.** Statute requires that an annual Special Education compliance status be determined by the agency for each school district. District level exemption rates for special education students will be determined and analyzed as a component of determining the status, beginning in 2001.

Additional Indicators

The attendance rate will now be evaluated as an Additional Indicator. See *Section IV, 2001 Acknowledgments and Recognitions* for more information.

Additional Acknowledgment Standards

- **RHSP:** To be acknowledged for participation in the RHSP, at least **35.0** percent of all graduates, and graduates in each student group (African American, Hispanic, White, and Economically Disadvantaged) meeting minimum size requirements, must have met the requirements for either the Recommended High School Program or the more rigorous Distinguished Achievement Program. *[This represents an increase from 30.0 percent standard used in 2000.]*

Additional Acknowledgment Standards *(cont.)*

- ATTENDANCE RATE: Differential standards have been established, depending on the grade configuration of the school. All students and all student groups meeting size requirements will be evaluated. The standards are:
    - Elementary — 97.0% or higher
    - District / Multi-level / Middle School / Jr. High — 96.0% or higher
    - High School — 95.0% or higher.

NEW!

Minimum Size Requirements

In most cases, if there are at least 30 students in a given group, then that group's performance will be evaluated for Base Indicators or Additional Indicators, as applicable. However, student groups of between 30 and 49 are excluded from evaluation if they represent less than 10.0 percent of all students. Therefore, any student group with 50 students or more will always be evaluated. In previous years, the absolute ceiling on students group size was 200 students, not 50. See *Section III, 2001 Accountability Rating Criteria and Standards* and *Section IV, 2001 Acknowledgments and Recognitions* of this manual for details.

NEW!

Appeals Process

The appeals process will no longer process attendance appeals since the attendance rate is not used to determine accountability ratings.

Comparable Improvement Reports

The Comparable Improvement measure related to meeting a growth standard (5 or more points on the TLI) is being replaced with a new measure — average TLI growth for prior year failers. This new measure will be computed separately for reading and mathematics. This information was first reported on the 2000 AEIS reports; now campuses can compare their statistics to those of the other 40 campuses in their comparison group.

AEIS Reports

Changes for 2001 *AEIS reports* from the prior year include:

- TAAS Participation information will now include the percent of students taking the State-Developed Alternative Assessment (SDAA) for special education students.
- Information on the TAAS performance of prior year failers will be expanded.
- A data accuracy measure will be reported in 2001.

What Remains Stable in 2001

In spite of these changes, much of the Texas Public School Accountability System remains stable. The following aspects of the system still apply in 2001:

Indicators

- **STUDENT GROUPS.** The individual student groups are unchanged. They are: African American, Hispanic, White, and Economically Disadvantaged.
- **ACCOUNTABILITY SUBSET.** TAAS results used for accountability purposes will be based on an October subset of students, those students tested who were enrolled *in the district* as of the last Friday in October (October 27, 2000).
- **END-OF-COURSE EXAMINATION CREDIT.** Students in grade 10 who have met the testing requirement for graduation by passing specific end-of-course examinations, and who do not take the TAAS grade 10 exit-level tests, will be credited as TAAS passers in the calculation of the campus and district percent passing for each subject.
- **ATTRIBUTION OF TAAS RESULTS.** TAAS results are attributed to the campus at which the student is last tested in the spring of 2001. (There are exceptions for students served in DAEPs, JJAEPs, short-term alternative education programs, and special education placements.) Membership changes among campuses within a district between the PEIMS "as of" date and TAAS testing do not remove a student's results from the October subset.
- **RESIDENTIAL TREATMENT CENTERS.** As in 2000, performance results attributed to privately-operated residential treatment centers will be used in determining accountability ratings for those campuses and will be aggregated into district results for district rating purposes.
- **CI MINIMUM SIZE CRITERIA.** The criteria for small numbers exclusions for campus Comparable Improvement are unchanged.
- **SOURCE OF DROPOUT COUNTS.** Dropout rates are calculated from information submitted on the PEIMS Leaver Record which reports the departures of all students enrolled in the district in grades 7 – 12 during the prior school year.

Rating Standards

- **TAAS.** TAAS passing rate standards for all rating categories are unchanged.
- **REQUIRED IMPROVEMENT.** As in 2000, Required Improvement is no longer applied.
- **RATING CHARTER SCHOOLS IN A NEW CHARTER DISTRICT.** Campuses that are administered by charters granted by the State Board of Education in operation for the first time in 2000-2001 will not receive an accountability rating in 2001 unless the chief administrator of the charter requests in writing that the school(s) be rated. The request must be received by April 30, 2001, before student performance results for accountability purposes are known.
- **RATING NEW CHARTER SCHOOLS IN A PREVIOUSLY OPERATING CHARTER DISTRICT.** Campuses newly opened for the 2000-2001 school year that are administered by charters which were in operation in 1999-2000 will receive an accountability rating in 2001.
- **CONSEQUENCES FOR UNDERREPORTED STUDENTS.** Districts which exceed a threshold for either the number or percent of underreported students in grades 7 - 12 cannot be rated any higher than *Academically Acceptable.* The thresholds used in 2001 are 1,000 or more underreported students or 10.0 percent or more under-reported students. [Special conditions apply for very small numbers.] Underreported students are those students reported by a district in grades 7-12 either in enrollment or attendance in 1999-2000, but for whom an enrollment record or a leaver record was not received in the 2000-2001 PEIMS Submission 1.
- **SPECIAL EDUCATION COMPLIANCE STATUS.** Cases of serious, unresolved problems with special education compliance can result in a district rating of *Academically Unacceptable: Special Accreditation Investigation (SAI)* being assigned by the commissioner. The special education compliance status as of October 1 of each year for every district is printed on the Academic Excellence Indicator System (AEIS) district report.
- **DISTRICT DATA QUALITY RATINGS.** The label for the district rating assigned because of poor data quality is *Suspended: Data Inquiry*. The district rating will be in effect until such time as an agency investigation determines otherwise.
- **CAMPUS DATA QUALITY RATINGS.** If the commissioner assigns a district rating of *Suspended: Data Inquiry* based on serious and systematic data reporting problems, then *Suspended: Data Inquiry* ratings are assigned for schools affected by the data in question until such time as an agency investigation determines otherwise.

Pairing Process

The pairing process remains an on-line application on the Texas Education Agency's web site. Districts with campuses that need to be paired for determining ratings and / or Comparable Improvement will receive instructions in March about how to access the application and to update / confirm pairing relationships from prior years. See *Section VI, Special Issues and Exceptions* for more information.

Accountability Correction Period for TAAS Results

As begun in 1999, there is no accountability correction period for TAAS. As always, districts may correct information on a student's permanent testing records with the contractor and request corrected student reports, but those changes will not be reflected in the results provided to the Texas Education Agency for determining accountability ratings. The accountability subset of results is constructed from the student information reported on TAAS answer documents *as received by the test contractor.*

Additional Acknowledgments

The standards for Additional Acknowledgment for college admissions testing, TAAS / TASP equivalency, and Campus Comparable Improvement remain unchanged.

Legal Liability for Record Tampering

It is a third degree felony to tamper with a government record that is a public school record, report, or assessment required under Chapter 39, *Education Code*. If the intent of the tampering is to defraud or harm another, then the offense is a felony of the second degree. See *Section XV, Appendix A* for full text of the statute in the *Texas Penal Code*.

Data Quality Desk Audits

Districts investigated for data quality issues in the prior year will automatically be subject to a desk audit of their current year data to determine whether continued problems exist. If it is determined that data quality could still be an issue in the current year, the agency will initiate its standard inquiry procedures with the district.

Manual Organization

This edition of the *Accountability Manual* focuses on information related to the 2001 accountability rating cycle, although planning information for 2002 through 2005 is provided. The *Manual* is divided into two parts to permit a portion of these instructions (Part 1) to be adopted by reference as commissioner of education administrative rules. Part 1 of the *2000 Accountability Manual* was adopted by reference in 19 TAC §97.1002 in June, 2000. The adoption process for Part 1 of this, the *2001 Accountability Manual*, will be initiated as soon as this document is published so that the updated rule will be in effect by the ratings release date.

The manual is organized as follows:

- Introduction [Sections 1-2];
- Part 1: Procedures Related to Determining Ratings and Acknowledgments [Sections III - VIII]; and
- Part 2: Additional Information About the Texas Accountability System [Sections IX -XV].

The information on investigations has been expanded in Section VIII, *System Safeguards*.

Section III – 2001 Accountability Rating Criteria and Standards

Determining district and campus ratings is a multi-step process. For every district and campus, performance on the base indicators is evaluated against performance standards to determine an initial rating. Depending on that result, districts can be evaluated on additional performance criteria. Performance standards on the indicators are defined by the commissioner of education. A summary of the 2001 standards appears in Table 1 on page 16.

Base Indicators

The accountability system for 2001 uses spring 2001 performance on the Texas Assessment of Academic Skills (TAAS) and the 1999-2000 annual Dropout Rates as the Base Indicators to determine district and campus ratings. (1998-99 Dropout Rates will be analyzed if eligibility for the Single Student Dropout Rate Waiver is analyzed.)

The district and campus ratings depend on meeting all of the TAAS and dropout rate standards for that rating category.

TAAS Passing Rates

- **RESULTS EVALUATED.** TAAS results evaluated for rating purposes include:
  - Students (non-special education and special education) tested in English in grades 3 – 8, and 10 (exit-level), in reading, mathematics, and writing.
  - Students (non-special education and special education) tested on Spanish TAAS in grades 3 – 6, in reading, mathematics, and writing.
  - Students in grade 10 who have met the testing requirement for graduation by passing specific end-of-course examinations, and who do not take the TAAS grade 10 exit-level test. These students will be credited as TAAS passers in the calculation of the campus and district percent passing for each subject.

TABLE 1: ACCOUNTABILITY RATING STANDARDS FOR 2001

	Exemplary †	Recognized †	Academically Acceptable / Acceptable	Academically Unacceptable / Low-performing
Base Indicator Standards				
Spring 2001 TAAS • Reading • Writing • Mathematics	at least 90.0% passing each subject area (*"all students" & each student group* *)	at least 80.0% passing each subject area (*"all students" & each student group* *)	at least 50.0% passing each subject area (*"all students" and each student group* *)	below 50.0% passing any subject area (*"all students" or any student group* *)
1999-2000 Dropout Rate	1.0% or less (*"all students" and each student group* *)	3.0% or less (*"all students" and each student group* *)	5.5% or less (*"all students" and each student group* *) ‡	above 5.5% (*"all students" or any student group* *) ‡

† A district cannot be rated *Exemplary* or *Recognized* if it:

- has one or more *Low-performing* campuses; or
- has 1,000 or more, or 10.0% or more, 1999-2000 students in grades 7-12 who were not reported either as enrolled or as leavers in the 2000-2001 PEIMS Submission 1.

* Student groups are African American, Hispanic, White, and Economically Disadvantaged.

‡ If a district or campus would be rated *Academically Unacceptable / Low-performing* solely because of a dropout rate exceeding 5.5% for a single student group (not all students), then the district or campus will be rated *Academically Acceptable / Acceptable* if that single dropout rate is less than 10.0%, and has declined from the previous year.

TAAS *(cont.)*

As in the past, results from all grade 10 spring test takers will be evaluated, including both first-time tested and retested students.

◇ **ACCOUNTABILITY SUBSET.** Only performance of students enrolled **in the district** on the PEIMS fall "snapshot" date of October 27, 2000 will be considered in district and campus ratings. This is referred to as the "October" or "accountability" subset of TAAS results.

TAAS *(cont.)*

If a student changes schools within the same district (after October 27th but before the TAAS test), the student's performance is included in the calculation of percent passing. However, if a student moves to another district after the PEIMS as of date and is tested on TAAS there, then that student's performance does not affect the rating of any campus or district.

Results (TAAS or end-of-course credit) are attributed to the campus at which the student is enrolled at the time of testing in the spring of 2001. At grades 4 and 8, results for students who test in writing at one campus and subsequently test in reading and mathematics at another campus will be attributed to the campus at which they tested last.

Examples of obvious and some less obvious student situations are provided below to illustrate how the accountability subset criteria are applied.

Student Situation	*In Whose Accountability Subset?*
1. Grade 7 student is enrolled at campus Z in the fall and tests there on TAAS reading and mathematics in April.	This student's results affect the rating of both campus Z and the district.
2. Grade 6 student is enrolled in district ABC in the fall and moves to district XYZ at the semester break. The student is tested on TAAS reading and mathematics in April.	This student's results do not affect the rating of any campus or district. Student was not enrolled in the same district in the fall where he or she tested in the spring. Results are reported to district XYZ.
3. Grade 4 student enrolls in campus A in the fall and takes the writing TAAS there in February. The student then transfers to campus B in the same district and tests on TAAS reading and mathematics in April.	If student identification information is identical for the February and April tests, all results are reported and attributed to campus B, and are included in both its ratings evaluation and the district rating evaluation.
4. Grade 4 student enrolls in campus J in the fall and takes the writing TAAS there in the February. The student then transfers to campus D in a different district and tests on TAAS reading and mathematics in April.	This student's results do not affect the rating of any campus or district. If student identification information is identical for the February and April tests, all results are reported to campus D.

TAAS *(cont.)*

Student Situation	*In Whose Accountability Subset?*
5. Grade 8 student is reported in enrollment in District ABC and takes the writing test at campus S. In March, the student transfers to district QRS and takes the remaining four Grade 8 TAAS tests there. The answer documents submitted by district QRS uses different name spellings than did the one submitted by district ABC. To the test contractor these are two different students, not the same one.	Performance on the student's writing test is reported to district ABC and counts toward its rating and the rating of campus S. The student's results in reading, mathematics, science, and social studies are reported to district QRS but do not contribute to the rating of either the district, or the campus where the student tested.
6. Grade 3 limited English-proficient student enrolls in campus R in the fall. The student's LPAC committee directs that he or she is tested in reading on the Spanish TAAS and in mathematics on the English TAAS. The student is tested on campus R.	Performance on both tests is reported and included in the ratings evaluation for campus R and the district. Results on both English and Spanish versions of the TAAS contribute to the overall passing rate.
7. Grade 9 student is reported in enrollment at campus G. At the semester break, the student has sufficient credits to become a 10th grader and takes the exit-level TAAS in February at the same campus.	Performance on student's exit-level tests counts toward campus G's rating. Grade differences between enrollment and TAAS are not relevant to matching for the accountability subset.
8. Grade 7 student is reported in enrollment in district JKL at campus Z, but is withdrawn for home schooling on November 10. Parents re-enroll the student at the same campus on April 15. The student is tested in TAAS reading and mathematics on April 24-25.	Performance on both tests is reported and included in the ratings evaluation for campus Z and district JKL. The fact that the student was enrolled on the "as of" date and tested in the same district are the criteria for determining the accountability subset.

- **END-OF-COURSE CREDIT.** Statute permits students to meet the testing requirement for graduation by either 1) passing all subjects of the exit-level TAAS, or 2) passing three end-of-course examinations — English II, Algebra I, and either United States History or Biology. For 2001, it is estimated that only a few thousand grade 10 students will have met the testing requirement for graduation via end-of-course tests prior to the spring TAAS administration. If the students meet the October subset criteria, have taken and passed the appropriate end-of-course examinations, and do not take the grade 10 exit-level test, the districts and campuses where they are served will receive credit for those students in the calculation of the reading, mathematics, and writing "percent passing" used for accountability.

TAAS *(cont.)*

If a student has fulfilled the graduation testing requirement with end-of-course tests but takes the 10th grade exit-level TAAS during the spring administration as well, then the student's TAAS results will be used for accountability purposes. For details on eligibility for the end-of-course credit, see *Section XII, Additional Information*.

Note that, because the accountability testing data may include credit for these end-of-course test takers, the 2001 performance results used to determine accountability ratings may no longer represent the "percent passing TAAS" for the district or high school campus.

- **Inclusion of Results from Special Schools.** District evaluation will include the performance of students served by all schools, including:
  - juvenile justice alternative education programs (JJAEPs); or
  - privately operated residential treatment facilities within district boundaries; or
  - shared service arrangement alternative education schools.
- **Measure Evaluated.** Percent passing, based on both TAAS and end-of-course credit, for each TAAS subject area will be used:

Reading	(summed across grades 3-8, and 10);
Mathematics	(summed across grades 3-8, and 10); and
Writing	(summed across grades 4, 8, and 10).

- **Calculation.** The equation used to determine the percent passing is illustrated using reading:

$$\frac{\text{Number of students } \textit{passing} \text{ Reading} + \text{Number of grade 10 students meeting the testing requirement for graduation via end-of-course examinations}}{\text{Number of students } \textit{tested in} \text{ Reading} + \text{Number of grade 10 students meeting the testing requirement for graduation via end-of-course examinations}} \times 100$$

All calculations are rounded to one decimal place.

TAAS *(cont.)*

- **MINIMUM SIZE REQUIREMENTS.** Only the performance of those individual student groups meeting minimum size requirements will be evaluated. *(See page 24.)*
- **MEETING STANDARDS.** Not only total students, but each of the student groups (African American, Hispanic, White and Economically Disadvantaged) meeting minimum size requirements must meet the standard to achieve the *Exemplary, Recognized*, or *Academically Acceptable / Acceptable* ratings.

STANDARDS FOR TAAS

- ★ *For a campus or district rating of* ***Exemplary****, at least 90.0 percent of "all students" and students in each group meeting minimum size requirements must pass each section of the TAAS.*
- ★ *For a campus or district rating of* ***Recognized****, at least 80.0 percent of "all students" and students in each group meeting minimum size requirements must pass each section of the TAAS.*
- ★ *For a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus), at least 50.0 percent of "all students" and students in each group meeting minimum size requirements must pass each section of the TAAS.*
- ★ *Those districts (or campuses) not meeting the standard for* ***Academically Acceptable*** *(or* ***Acceptable****) or higher will be rated* ***Academically Unacceptable*** *(or* ***Low-performing****).*

Dropout Rates

- **SOURCE OF DATA.** Dropouts for the 1999-2000 school year reported in the 1999-2001 PEIMS Submission 1 Leaver Collection, grades 7 through 12, are included in the dropout rate. As in the past, dropouts served in special education are included in the total count. (See *Section XII, Additional Information* for information on the collection of dropout data.)
- **IDENTIFYING DROPOUTS.** Only students reported with selected PEIMS leaver codes are defined as dropouts. Once all districts have reported, TEA runs an automated check against other state data sources to attempt to locate reported dropouts in other educational settings. Districts and campuses are held accountable for their official dropouts, *i.e.*, those whose records are not excluded by this process. (See *Section XII, Additional Information* for details on which leaver codes identify dropouts and how the automated dropout record exclusion process works.)

Dropout Rate
(cont.)

- **Basis of Rate.** The annual dropout rate is based on cumulative attendance in grades 7-12 for the entire school year. Attendance was reported on 1999-2000 PEIMS Submission 3.

- **Minimum Size Criteria.** Annual dropout rates are examined for accountability purposes if minimum size criteria are met. The criteria are applied to the "all students" data as well as to the data for individual student groups. If the "all students" dropout data fail to meet minimum size criteria, then the accountability rating will be based on TAAS performance only. *(See page 24.)*

- **Meeting Standards.**
  - ➲ All groups meeting the minimum size requirements — "all students" and each student group — must meet the standard to achieve a rating of *Exemplary* or *Recognized*.
  - ➲ All groups meeting the minimum size requirements — "all students" and each student group — must meet the standard to achieve a rating of *Academically Acceptable / Acceptable*, unless the Single Student Group Dropout Waiver is applicable.

- **Calculation.** The dropout rate is determined using the following equation, which is rounded to one decimal place:

$$\frac{\text{Number of 1999-2000 Leavers Defined as Dropouts, } \textit{less} \text{ Excluded Dropout Records}}{\text{Cumulative Attendance in Grades 7-12 for 1999-2000}} \quad \text{X } 100$$

Excluded Dropout Records are those records for students who were: ADA ineligible; found in attendance / enrollment in another public school district; GED recipients; graduates; or a previously reported dropout.

Leavers Defined as Dropouts left or withdrew from school:

- to pursue a job;
- to join the military;
- because of pregnancy;
- to marry;
- to enter college with no evidence of working toward an Associate's or Bachelor's degree;
- to enroll in an alternative program but student is not in compliance with compulsory attendance laws;
- to enroll in an alternative program, is in compliance with compulsory attendance laws, but district does not have acceptable documentation that the student is working toward the completion of a high school diploma or GED certificate;

Dropout Rate
(cont.)

Leavers Defined as Dropouts left or withdrew from school:

- because the student failed exit TAAS, has not met all other graduation requirements, and has no evidence of further participation in a school or educational program to continue working toward the completion of a high school diploma or GED certificate;
- did not return to school after completing a JJAEP term, and the student has not graduated or completed/received a GED;
- because student was expelled but the term of the expulsion expired and the student has not returned to school;
- due to alcohol or other drug abuse problems;
- because of low or failing grades;
- because of poor attendance;
- because of language problems;
- because of age;
- due to homelessness or non-permanent residency; or
- the reason is unknown.

◆ **SINGLE STUDENT GROUP DROPOUT WAIVER:**

- If a district would be rated *Academically Unacceptable*, or a campus rated *Low-performing*, solely due to one student group (African American, Hispanic, White, or Economically Disadvantaged) exceeding the 5.5 percent standard, then the *Academically Acceptable / Acceptable* rating will be assigned if the following conditions apply:

  (1) the 1999-2000 dropout rate for that student group is less than 10.0 percent; and

  (2) for that student group, the 1999-2000 dropout rate is less than the 1998-99 dropout rate.

- The waiver cannot be applied if:

  (1) the single dropout rate exceeding 5.5 percent is the "all students" rate; or

  (2) more than one group exceeds the *Acceptable* dropout standard.

- The waiver can be applied even if minimum size requirements in the prior year were not met.

- If the Single Student Group Dropout Waiver has been applied, the district rating is *Academically Acceptable* or the campus rating will be *Acceptable*, even if TAAS performance meets the *Exemplary* or *Recognized* standards.

Dropout Rate
(cont.)

STANDARDS FOR DROPOUT RATE

- ★ *For a rating of* ***Exemplary,*** *an annual dropout rate of 1.0 percent or less must be demonstrated for "all students" and for each student group meeting minimum size requirements.*
- ★ *For a rating of* ***Recognized,*** *an annual dropout rate of 3.0 percent or less must be demonstrated for "all students" and for each student group meeting minimum size requirements.*
- ★ *For a rating of* ***Academically Acceptable*** *for districts or* ***Acceptable*** *for campuses, an annual dropout rate of 5.5 percent or less must be demonstrated for "all students" and for each student group meeting minimum size requirements. Districts and campuses can also receive a rating of* ***Academically Acceptable*** *(district) or* ***Acceptable*** *(campus) if the Single Student Group Dropout Waiver has been applied.*
- ★ *Those districts (or campuses) not meeting the standard for* ***Academically Acceptable*** *(or* ***Acceptable****) or higher, and for whom the Single Student Group Dropout Waiver cannot be granted, will be rated* ***Academically Unacceptable*** *(or* ***Low-performing****).*

Base Indicator Summary

The **maximum** number of indicator standards for each rating varies. Most districts and schools do not have to meet the maximum number either because they do not meet size minimums for every student group for every indicator, or because the indicator does not apply to their school.

As an example, schools serving grades 6 and below are not required to meet the maximum number of criteria because dropout rates are not considered in determining their ratings. The larger and more demographically diverse the school or district, the higher the number of criteria that are evaluated to determine the annual rating.

Minimum Size Requirements for Base Indicators

Standard evaluation criteria for rating districts and campuses include consideration of "all students" results and the results of individual student groups if they meet the minimum size requirements specified below. **Only those student groups which meet the size requirements are evaluated to determine accountability ratings.** Student groups for ratings are African American, Hispanic, White, and Economically Disadvantaged.

TAAS – Tested Students

With respect to TAAS, "all students" results are always evaluated, regardless of the number of test takers.

However, for an individual student group to be included in the ratings evaluation, a district / campus must have:

- tested at least 30 students within a student group (summed across all grades) for any subject area, and the student group must comprise at least 10.0 percent of all test takers in each subject area; **or**
- tested at least 50 students within the student group, even if that group represents less than 10 percent of all test takers.

Dropout Rate

With respect to dropouts, to be included in the ratings evaluation, a district / campus must have:

- For *all students*:
  - ➲ at least 10 dropouts; **and**
  - ➲ at least 30 7th-12th graders in membership during the school year.
- For *each individual student group*:
  - ➲ at least 10 dropouts; **and**
  - ➲ at least 30 7th-12th graders in membership during the school year, and the group must comprise at least 10 percent of all 7th-12th graders. **or**
  - ➲ at least 50 7th-12th graders must be reported within the student group.

Additional Performance Requirements

For 2001, there are no additional performance requirements for campuses. However, for districts that initially meet either *Exemplary* or *Recognized* standards, there are two additional analyses. These are checking for any *Low-performing campuses* and analyzing the completeness of the district's PEIMS collections for enrollment and school leavers. Table 2 graphs these requirements.

Table 2: 2001 INDICATOR STANDARDS EVALUATED

	2001 TAAS																					
Initial Rating	Reading					Mathematics					Writing					1999-2000 Dropout Rate					DISTRICTS ONLY	
	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	All Students	Afr. American	Hispanic	White	Econ. Disadv.	Under-reported 1999-2000 Gr.7-12 Students	Any *Low-performing* campuses?
Exemplary	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	✓	✓
Recognized	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	✓	✓
Acceptable	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	■	■
Low-performing	✓	●	●	●	●	✓	●	●	●	●	✓	●	●	●	●	●	●	●	●	●	■	■

LEGEND: ■ *Not Evaluated* ✓ *Always Evaluated* ● *Evaluated if Minimum Size Requirements are met*

"All students" performance is always evaluated for TAAS. Individual student group performance and the "all students" dropout rate are evaluated only if minimum size requirements are met. Therefore, a school or district could be evaluated on from as few as 2 or as many as 20 criteria to determine its initial rating. In 2001, only districts can be evaluated for additional performance requirements.

Check for Low-performing Campuses

Any district that has one or more campuses rated *Low-performing* cannot receive a rating of *Exemplary* or *Recognized*. If a district meets the Base Indicator standards for either of these top two ratings, yet has a low-performing campus, then the district rating assigned is *Academically Acceptable*. This check has been a part of the accountability system since 1994.

District Underreported Students in Grades 7 – 12

District Rating Consequence

For 2001, any district that exceeds a specified threshold for accuracy in reporting the status of their prior year grade 7 – 12 students cannot be rated *Exemplary* or *Recognized*. There is no campus rating consequence.

Underreported Students Measures

The measures used in checking against these thresholds will be determined as follows. Calculations will be rounded to one decimal place.

PRIOR YEAR STUDENT REPORTING TOTAL:	An unduplicated count of records for students in grades 7 – 12 who a) were reported in enrollment in 1999-2000 PEIMS Submission 1, or in attendance on 1999-2000 PEIMS Submission 3; or b) were reported as graduates, dropouts, or leavers in the 2000-2001 PEIMS Submission 1.
UNDERREPORTED STUDENTS:	Those prior year students who were in grades 7 – 12 for whom no enrollment record or school leaver record can be matched on 2000-2001 PEIMS Submission 1.

PERCENT OF UNDERREPORTED STUDENTS

$$= \frac{\text{Total 1999-2000 Underreported Students [Grades 7 – 12]}}{\text{1999-2000 Prior Year Student Reporting Total in[Grades 7 – 12]}} \times 100$$

Agency Actions

The agency will make every attempt to determine matches between prior year and current year records. However, if a district whose rating is affected by these thresholds can show that the non-matches are due to its significant efforts to eliminate all Personal Identification Database (PID) errors from its data submissions, then the commissioner will consider a ratings appeal. Districts will receive information related to the count and percent of underreported students to be used for accountability purposes from the Texas Education Agency in early May.

Underreported Students Thresholds

The number and percentage of prior year grade 7-12 students not reported in either the current year PEIMS enrollment or leaver collections will be determined. Any district that exceeds either threshold cannot receive one of the highest ratings; no differential criteria will be applied based on district enrollment size. These thresholds are:

- Number of Underreported Students: 1,000 or greater

  OR

- Percent of Underreported Students: 10.0 percent or greater

However, there are circumstances where the district rating will not be affected due to underreported students. These are:

- The percent of underreported students exceeds 10.0 percent but is based on five or fewer underreported students; or
- The reporting entity is a charter. [Only campus ratings are assigned to charters.]

Required Improvement

For 2001, Required Improvement will not be applied since the accountability system has reached or exceeded the calculations' target performance for both TAAS and the dropout rate.

Campus Comparable Improvement

Campus Comparable Improvement is another statutorily-defined improvement measure. Comparable Improvement does not affect the accountability rating of any district or school; however, Campus Comparable Improvement in Reading and Mathematics is reported on AEIS , and is used for Additional Acknowledgment and TSSAS awards. (See *Section V, 2001 Campus Comparable Improvement.*)

Summary of 2001 Standard Rating Procedures

Standard Procedures

A district or campus must pass each and every applicable standard to be rated *Exemplary*, *Recognized*, or *Academically Acceptable / Acceptable*. If every standard for a rating is not met, then the next lower rating is assigned if the conditions for the next lower rating are met. This means that a campus with a 48 percent passing rate in writing for economically disadvantaged students would be rated *Low-performing* even if all other standards for the *Acceptable* rating were met.

Accommodating District and Campus Diversity

The information in this section explains the standard process for determining the 2001 ratings for districts and campuses. The overwhelming majority of ratings can be determined this way. However, some situations pertaining to size of the district or campus, or grade configuration, may require more specialized analysis to determine a fair rating. These are described in *Section VI, Special Issues and Exceptions*.

In other cases, investigations and procedures outside of the standard process can afect district and / or campus ratings. Those special circumstances are described in the following subsection.

Special Rating Circumstances

Academically Unacceptable: Special Accreditation Investigation

General

The commissioner, using the authority granted in *Texas Education Code* §39.075 and §39.131, may lower the accreditation status of a district based on the results of a special accreditation investigation (SAI). In these cases, the district rating shall be changed to *Academically Unacceptable: SAI*, and that rating will remain in effect until the commissioner sees that significant progress is being made in the problem areas. Therefore, a district rating based on standard evaluation of base indicators will not be awarded until the commissioner lifts the *Academically Unacceptable: SAI* rating. (See *Section VIII, System Safeguards* for information on investigations.)

General *(cont.)*

In 2001, the reasons a district could be assigned the *Academically Unacceptable: SAI* rating include:

- governance and administrative management issues;
- financial issues;
- compliance with federal regulations, including unresolved special education compliance issues;
- data quality issues; or
- test administration practices.

Special Education Compliance Status

House Bill 2172 passed by the 76th Texas Legislature revised *Texas Education Code* §39.072 and §39.073 to require that the agency consider the district's special education compliance status when determining district accountability ratings.

The bill has an effective date of September 1, 1999, but implementation requires a development process. An interim process for determining district compliance status has been established but refinements should be expected over time.

The agency will annually apply risk assessment criteria, including complaint investigations. Based on these analyses, a district will be labeled as either desk audit compliant or it will be identified for further inquiry. A series of labels will be assigned to those districts receiving an inquiry based on whether a site visit was required and whether or not problems were found. If problems are found, the district will be given one year to resolve the corrective actions required.

Districts which continue to have serious compliance problems after the self-correction period will be assigned a district rating of *Academically Unacceptable: Special Accreditation Investigation (SAI)* in the following rating cycle. This rating would not be assigned without a site visit. However, situations investigated and reviewed in the 2000-2001 school year could result in the *Academically Unacceptable: SAI* rating for 2001, if the problems are so egregious that such an action is deemed appropriate by the agency.

Suspended: Data Inquiry

Assigning the Rating

The commissioner, using the authority granted in *Texas Education Code* §39.072(b), may lower the accreditation status of a district based on the quality of its data submissions. This rating — *Suspended: Data Inquiry* — will be assigned in cases where districts acknowledge that the accuracy of their data is seriously compromised, or where a Texas Education Agency investigation discovers that significant reporting errors with either PEIMS reporting or TAAS results have occurred.

This rating has been implemented to address situations where data have been systematically misreported, based on examination of existing documentation, either with forethought to the accountability consequences, or through carelessness. Without performance results that have reasonable assurance of data accuracy and integrity, it is not possible to assign one of the ratings that evaluate performance, i.e. *Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable*. The *Suspended: Data Inquiry* rating will not be assigned in situations where the occasional, unintentional reporting error has occurred.

Campus Ratings

If a district receives the *Suspended: Data Inquiry* (SDI) rating, then the campus ratings assigned for affected campuses will also be *Suspended: Data Inquiry*. [However, campuses that were assigned the *Low-performing* rating due to deficient performance on other indicator(s) will remain *Low-performing*.] An agency investigation will follow to determine the extent of the reporting / data problems, and assess the feasibility of determining appropriate campus ratings.

For example, if the *Suspended: Data Inquiry* rating is assigned to a district because of its leaver data then *Suspended: Data Inquiry* will be initially assigned to all campuses evaluated under standard procedures which serve students in grades 7, 8, 9, 10, 11, and / or 12. However, if one of the campuses did not meet the TAAS standard for the *Acceptable* rating then that campus will keep its *Low-performing* rating.

However, if this district rating is assigned because of TAAS then the rating of every campus in the district which serves students in grades 3 – 8, and 10 could be impacted. Any campus still assigned *Suspended: Data Inquiry* at the time of the TSSAS awards decisions is ineligible for recognition.

Resolution and Consequences

Texas Education Agency staff will conduct an audit of performance data at districts receiving the *Suspended: Data Inquiry* rating. These audits may be conducted on a representative sample of data if the magnitude of the records to be checked is significant.

Resolution and Consequences *(cont.)*

If the audit determines that data quality issues do not affect any school rating, then the district and schools will have the *Suspended: Data Inquiry* rating replaced with the rating that would have been assigned based on the performance data submitted through PEIMS and / or the contractor for the state assessment system.

If the audit determines that data quality issues are of sufficient magnitude to affect a school's rating (up or down), then the district is assigned a rating of *Academically Unacceptable: SAI* and the schools previously rated *Suspended: Data Inquiry* are assigned a rating of *Not Rated (Data Quality)*.

If the data for multiple schools rated *Suspended: Data Inquiry* are audited and one of them shows that the data quality issues would change the rating, that one school is assigned *Not Rated (Data Quality)*, and the district is assigned *Academically Unacceptable: SAI*. The remaining unaffected schools are assigned the rating they would have received under the standard evaluation.

Also, if the audit finds records in such disarray or so poorly documented that it is not possible to determine whether a rating has changed, the *Academically Unacceptable: SAI* and *Not Rated (Data Quality)* ratings may be assigned to replace the *Suspended: Data Inquiry* ratings.

Districts assigned a rating of *Academically Unacceptable: SAI* and schools assigned to *Not Rated (Data Quality)* will receive sanctions that address the specific area(s) identified during the audit (for example, a high number of leaver data inaccuracies or deliberate miscoding of TAAS answer documents). Sanctions related to these ratings will be designed to support systemic improvements in local reporting practices.

All districts and schools initially assigned the *Suspended: Data Inquiry* label will receive an automatic data desk audit the following year.

Timing

Data inquiry ratings may be assigned prior to the August ratings release or afterward as a result of investigations conducted by agency staff.

Charter Districts and Charter Schools

Overview

By statute, charters are subject to the same federal and state laws as other public schools, including reporting and accountability requirements. Rating criteria are applied to charters and non-charters alike.

Charter Districts

Charter districts have never received a rating other than "*Charter.*" Therefore, no charter *district* in the 2001 rating cycle receives an accountability rating based on the rating indicators. Only charter schools receive accountability ratings. However, this policy is currently being evaluated by the Texas Education Agency and may change for future rating cycles.

Charter Schools

Since 1997, charter schools have not been rated in the first year of operation; they receive a rating of "*Not Rated: Charter.*" All other charters are rated under either the standard procedures or the optional procedures for alternative education schools. This policy was instituted to give new charters a year to establish the administrative and instructional oversight to comply with all Texas statutes and rules related to public education.

Schools operated by a charter will receive a 2001 rating if either of the following conditions are met:

- the school is operated by a charter district that was in operation during the prior school year. This includes:
  - schools in operation during the prior year; and
  - schools open for the first time in 2000-2001; OR
- the charter district was not in operation during the prior school year, but on or before April 30, 2001, the Texas Education Agency receives a written request from the district's chief administrator requesting that the charter school be rated in 2001.

Alternative Education Campuses

Alternative education campuses that opt to be evaluated under the alternative accountability procedures receive annual ratings based on different performance standards and indicators than those used for regular campuses. These campus ratings begin with the label "*Alternative Education.*" Information on these optional rating procedures has been published in the *2000-2001 Alternative Education Accountability Manual.*

Districts and campuses can receive rewards other than high ratings for performance on AEIS indicators. These include recognition of high achievement on other indicators not used to determine ratings, exemptions from regulations and requirements under specific conditions, and potentially, monetary awards delivered through statutory rewards programs.

Additional Indicator Acknowledgment

Overview

Districts and campuses are acknowledged for high performance on Additional Indicators. Additional Indicators do not affect accountability ratings. Any district or campus that is rated *Academically Acceptable* or *Acceptable* or higher may be considered for acknowledgment on Additional Indicators. However, districts or schools with suspended ratings are not eligible.

In 2001, Additional Acknowledgment will be awarded on these six measures:

- Attendance Rate for Grades 1 – 12 *(district and campus)*;
- College Admissions Testing Results *(district and campuses with graduates)*;
- TAAS / TASP Equivalency *(district and campuses with graduates)*;
- Recommended High School Program Participation *(district and campuses with graduates)*;
- Campus Comparable Improvement: Mathematics *(campus only)*; and
- Campus Comparable Improvement: Reading *(campus only)*.

Overview *(cont.)*

Categories of acknowledgment used in 2001 are:

◆ *Acknowledged*	the school or district has performance results to be evaluated and has met the acknowledgment criteria;
◆ *Does Not Qualify*	the school or district has performance results to be evaluated but did not meet the acknowledgment criteria;
◆ *Not Applicable*	the school or district does not have performance results to be evaluated on this Additional Indicator;
◆ *Not Eligible*	These campuses and districts are ineligible for Additional Acknowledgment on any Additional Indicators: ➲ Campuses rated *Low-performing*, or districts rated *Academically Unacceptable*. To have earned the lowest rating means that the district or campus failed one or more *Acceptable* Base Indicator standards. ➲ Districts rated *Suspended: Data Inquiry* or *Academically Unacceptable: Special Accreditation Investigation*. ➲ Campuses rated *Suspended: Data Inquiry* on the August ratings release date. (However, if investigation later determines that the campus should receive a final rating of *Exemplary*, *Recognized*, or *Acceptable*, then the campus will be evaluated for Additional Acknowledgment.)
◆ *Alternative Education*	the school was evaluated under the optional procedures available for alternative education schools. If an appeal is later granted that results in a rating based on standard evaluation procedures, the campus will not be evaluated for Additional Acknowledgment.
◆ *Not Rated*	the school serves students only in pre-kindergarten / kindergarten, the school is administered by a charter in its first year of operation, or the school could not be rated due to data quality issues.

Notification ☐ Notification of acknowledgment will occur simultaneously with notification of the accountability ratings on August 16, 2001.

Standards ☐ Table 3 details the 2001 acknowledgment standards for all Additional Indicators.

Table 3: ADDITIONAL ACKNOWLEDGMENT STANDARDS FOR 2001

	Acknowledged	Does Not Qualify	Not Eligible	Not Applicable
1999 – 2000 Attendance Rate, Grades 1 – 12				
Attendance Rate for Grades 1 – 12	Rate must be at least DISTRICT: 96.0% ELEMENTARY: 97.0% HIGH SCHOOL: 95.0% MIDDLE SCHOOL: 96.0% JR. HIGH / MULTI-LEVEL: 96.0% *("all students" & each student group**)*	Rate falls below standard appropriate for grade level configuration *("all students" & each student group**)*	schools rated *Low-performing* or *Suspended: Data Inquiry* and districts initially or finally rated *Academically Unacceptable, Suspended: Data Inquiry,* or *Academically Unacceptable: Special Accreditation Investigation*	schools rated under the alternative education accountability procedures and schools with no attendance data (*i.e.* PK / K and newly opened)
Class of 2000 College Admissions Tests				
Percent Tested	at least 70.0% of non-special education graduates must have taken the SAT I or ACT *("all students" & each student group*)* AND ↓	fewer than 70.0% of non-special education graduates took the SAT I or ACT *("all students" & each student group*)* OR ↓	schools rated *Low-performing* or *Suspended: Data Inquiry* and districts initially or finally rated *Academically Unacceptable, Suspended: Data Inquiry,* or *Academically Unacceptable: Special Accreditation Investigation*	schools and districts without graduates and schools rated under the alternative education accountability procedures
Percent Scoring at or above the Criterion Score • SAT I: 1110 • ACT Composite: 24	50.0% or more of examinees must have met or exceeded the criterion score *("all students" & each student group*)*	fewer than 50.0% of examinees met or exceeded the criterion score *("all students" and each student group*)*		

* Student groups are African American, Hispanic, and White.

** Student groups are African American, Hispanic, White, and Economically Disadvantaged.

Table 3: ADDITIONAL ACKNOWLEDGMENT STANDARDS FOR 2001 *(Continued)*

	Acknowledged	Does Not Qualify	Not Eligible	Not Applicable
Class of 2000 TAAS / TASP Equivalency				
Percent Meeting TAAS Equivalency Standards: • Reading: TLI >= X-81 • Mathematics: TLI >= X-77 • Writing: scale score >= 1540	at least 80.0% of first-time tested graduates must have met or exceeded the TAAS / TASP equivalency standard *("all students" & each student group**)*	less than 80.0% of first-time tested graduates met or exceeded the TAAS / TASP equivalency standard *("all students" & each student group**)*	schools rated *Low-performing* or *Suspended: Data Inquiry* and districts initially or finally rated *Academically Unacceptable, Suspended: Data Inquiry*, or *Academically Unacceptable: Special Accreditation Investigation*	schools and districts without graduates and schools rated under the alternative education accountability procedures
Class of 2000 Participation in the State Board of Education's Recommended High School Program				
Percent of Graduates Completing Requirements for the: • Recommended High School Program, OR • Distinguished Achievement Program	at least 35.0% of total graduates must have met or exceeded RHSP or DAP requirements *("all students" & each student group**)*	less than 35.0% of total graduates met or exceeded the RHSP or DAP requirements *("all students" & each student group**)*	schools rated *Low-performing* or *Suspended: Data Inquiry* and districts initially or finally rated *Academically Unacceptable, Suspended: Data Inquiry*, or *Academically Unacceptable: Special Accreditation Investigation*	schools and districts without graduates and schools rated under the alternative education accountability procedures
2001 Campus Comparable Improvement (Determined Separately for Reading and Mathematics)				
Comparable Improvement Quartile Percent of High-Performing Students (Matched Test Takers Scoring a TLI >= 85 in the Prior Year)	Q1 AND ↓ 50.0% or more	Q2, Q3 or Q4 OR ↓ fewer than 50.0%	schools either initially or finally rated *Low-performing* and schools initially rated *Suspended: Data Inquiry*	schools not evaluated for Comparable Improvement and schools rated under the alternative education accountability procedures

* Student groups are African American, Hispanic, and White.

** Student groups are African American, Hispanic, White, and Economically Disadvantaged.

Attendance Rates

- 1999-2000 attendance for all students in grades 1 through 12 will be considered. As in the past, students served in special education in these grades are included in the calculation of the attendance rate.
- "All students" results are always evaluated, regardless of the number of students in membership. Whether individual student groups are evaluated depends on whether small numbers criteria are met. (Those criteria are enumerated on page 43.)
- Student groups disaggregated for analysis are: African American, Hispanic, White, and Economically Disadvantaged.
- Standards for acknowledgment vary, depending on the grades served. The appropriate grade level category will be assigned using the low grade taught and high grade taught as determined from the 2000 – 2001 PEIMS Submission 1 enrollment records. Multi-level schools are those that provide instruction in more than one traditional grade level category. Examples are K – 12, K – 8, and 7 – 12 schools.
- Attendance for the entire school year will be used. The attendance rate is determined using the following equation, which is rounded to one decimal place:

$$\frac{\text{Total Number of Days Students in Grades 1-12 were Present in 1999 - 2000}}{\text{Total Number of Days Students in Grades 1-12 were in Membership in 1999 - 2000}} \times 100$$

STANDARDS FOR ACKNOWLEDGMENT ON ATTENDANCE RATE

★ *For acknowledgment on 1999 – 2000 attendance rates, a school or district must meet the standard appropriate for its grade level configuration, for "all students" and each individual student group meeting minimum size requirements.*

DISTRICT / MULTI-LEVEL	At least 96.0%	MIDDLE SCHOOL / JUNIOR HIGH	At least 96.0%
HIGH SCHOOL	At least 95.0%	ELEMENTARY	At least 97.0%

College Admissions Testing Results

Performance for the class of 2000 is evaluated on college entrance examinations, *i.e.*, the SAT I administered by the College Board, and the ACT, administered by the ACT, Inc. The following information applies:

- Only districts and campuses with graduates can be evaluated on this Additional Indicator.
- Both the percent of graduates tested and the percent of test takers scoring at or above the criterion score (either 1110 on the SAT I total, or 24 on the ACT composite) are used. Special education graduates are excluded from these calculations. However, any special education test takers are included in the numerator.
- If a student has taken the examination more than once, only the most recent test score is provided by the College Board and ACT, Inc., to the Texas Education Agency. For the SAT I, the most recent score as of March 31 is provided; for the ACT, the most recent score as of June 30 is provided. These dates could change in future years.
- If a student has taken both the SAT I and the ACT, the information is combined so that unduplicated counts of students are used. If the student scored above the criterion on either the SAT I or ACT, that student is counted as having scored above the criterion.
- The College Board and the ACT Inc., consider the Texas Education Agency to be a user of college admissions test scores. The agency is not authorized to modify the information it receives.
- "All students" results are always evaluated, regardless of the number of graduates or examinees. Whether individual student groups are evaluated depends on whether small numbers criteria are met. (Those criteria are enumerated on page 44.)
- Student groups disaggregated for analysis are: African American, Hispanic, and White.
- In 2001, examination results evaluated are for the **class of 2000**. Percentages are determined using the following equations, and each is rounded to one decimal place:

$$\frac{\text{Number Taking either the SAT I or the ACT}}{\text{Total Non-Special Education Graduates}} \times 100 \quad \boxed{\text{AND}} \quad \frac{\text{Number Scoring at or above Criterion Score}}{\text{Number Taking either the SAT I or the ACT}} \times 100$$

College Admissions Tests *(cont.)*

CAUTION: The student taking the test identifies the school to which a score is attributed. Schools are encouraged to verify campus summary information on the SAT I and ACT as soon as the information is received. Any discrepancies should be reported immediately to the testing companies, not TEA. The testing companies finalize results for their yearly summaries by March (SAT I) and June (ACT). Any subsequent testing or error correction will not be reflected in any national, state, district, or school results released.

STANDARDS FOR ACKNOWLEDGMENT ON COLLEGE ADMISSIONS TESTS

★ *For acknowledgment on this indicator, class of 2000 examinees on either the ACT or the SAT I must represent 70.0 percent or more of the non-special education graduates, and 50.0 percent or more of those examinees must have scored at or above the criterion score (either 1110 on the SAT I Total or 24 on the ACT Composite). Standards must be met for "all students," and for each student group meeting minimum size requirements.*

TAAS / TASP Equivalency

The performance evaluated will be the percent of graduates who performed well enough on the exit-level TAAS as first-time test-takers to have a 75.0% likelihood of passing the Texas Academic Skills Program (TASP) test. The TASP is given to all students enrolled in publicly funded Texas institutions of higher learning. To be counted for this indicator, a student must have achieved the following standards on all TAAS subject tests taken:

READING: .... a reading TLI of X-81, or higher;

MATHEMATICS: .... a mathematics TLI of X-77, or higher; and

WRITING: .... a scale score of 1540 or higher.

- Only districts and campuses with graduates can be evaluated on this Additional Indicator.
- Both non-special education and special education graduates are included in the evaluation.
- "All students" results are always evaluated, regardless of the number of graduates. Whether individual student groups are evaluated depends on whether small numbers criteria are met. (Those criteria are enumerated on page 44.)

TAAS / TASP Equivalency *(cont.)*

- Student groups disaggregated for analysis are: African American, Hispanic, White, and Economically Disadvantaged.
- In 2001, results evaluated are for the **class of 2000**. Percentages are determined using the following equation:

$$\frac{\text{Number of Graduates Meeting TAAS / TASP Equivalency Standards for all subjects taken on their First TAAS Exit-level Administration}}{\text{Number of First-time Tested Graduates}} \times 100$$

- All calculations are rounded to one decimal place.

STANDARDS FOR ACKNOWLEDGMENT ON TAAS / TASP EQUIVALENCY

★ *For acknowledgment on this indicator, 80.0 percent of all 2000 first-time tested graduates must meet or exceed the TAAS / TASP equivalency standards. Standards must be met for "all students" and for each student group meeting minimum size requirements.*

Participation in the Recommended High School Program

The performance evaluated is the percent of graduates identified as having completed either the Recommended High School Program (RHSP) or the Distinguished Achievement Program (DAP) as defined by the State Board of Education. The class of 1998 was the first class for which the requirements were in place for the full four years of high school. The requirements of the RHSP and the DAP are provided in *Section XII, Additional Information.*

- Only districts and campuses with graduates can be evaluated on this Additional Indicator.
- Both non-special education and special education graduates are included in the evaluation.
- "All students" results are always evaluated, regardless of the number of graduates. Whether individual student groups are evaluated depends on whether small numbers criteria are met. (Those criteria are enumerated on page 44.)

Recommended HS Program
(cont.)

- Student groups disaggregated for analysis are: African American, Hispanic, White, and Economically Disadvantaged.

- In 2001, results evaluated are for the **class of 2000**. Percentages are determined using the following equation:

$$\frac{\text{Number of Graduates Identified as Having Met or Exceeded the Requirements for the SBOE's Recommended High School Program or Distinguished Achievement Program}}{\text{Total Number of Graduates}} \times 100$$

- All calculations are rounded to one decimal place.

- NOTE: Only students with a graduation type code of "Distinguished Achievement Program" or "Recommended High School Program" reported on the PEIMS 203 Leaver Record are used in the numerator of the calculation. Graduates identified as completing any other graduation type, such as "Advanced High School Program" or "Advanced High School Program with Honors" are not included in the numerator.

STANDARDS FOR ACKNOWLEDGMENT ON THE RECOMMENDED HIGH SCHOOL PROGRAM

★ *For acknowledgment on this indicator, 35.0 percent of all 2000 graduates reported must meet or exceed the requirements for the SBOE's Recommended High School Program or Distinguished Achievement Program. Standards must be met for "all students" and for each student group meeting minimum size requirements.*

Campus Comparable Improvement

Performance on campus Comparable Improvement is evaluated separately for reading and mathematics. Campuses may be acknowledged for both subjects, only one of the subjects, or neither subject. For detailed information about how Comparable Improvement is determined, refer to *Section V, 2001 Campus Comparable Improvement* later in this manual. The following information applies:

- Only campuses for which Comparable Improvement quartiles can be determined are evaluated for these Additional Acknowledgments. Paired campuses are eligible for this acknowledgment.
- Comparable Improvement quartiles are based on "all students" results only. Individual student groups are not evaluated separately because student characteristics such as ethnicity and economic status have been used to determine Comparable Improvement campus comparison groups.
- "All students" results include both special education and non-special education students tested in English. As there is no TLI for the Spanish version of the TAAS, those students taking the Spanish version cannot contribute to the calculation of Comparable Improvement.
- Comparable Improvement calculations are based on the analysis of TLI growth for those 2001 English-version test takers in the October subset for whom prior year TLI scores can be matched. A student's district and campus testing location in the prior year is irrelevant to the matching process; if a prior year score can be located, it will be used to calculate growth. Matching is determined separately by subject. (Refer to *Section V, 2001 Campus Comparable Improvement* for more details about matching criteria.)
- Two measures are used to determine these acknowledgments. They are:
  - ➲ the percent of high performing students, defined as matched test takers scoring a TLI of 85 or better in the prior year, and
  - ➲ the Comparable Improvement quartile based on the TLI growth of test takers whose prior year TLI was less than 85.
- The calculations for the percent of matched students who scored a TLI of 85 or better in the prior year, as well as those for the determination of CI groups and the CI quartile, are provided in *Section V, 2001 Campus Comparable Improvement*, pages 57-58.

CI Acknowledgment *(cont.)*

- Campus Comparable Improvement reports will be posted to the Texas Education Agency website on the ratings release date. Districts needing the reports for principal appraisal or other reasons may access the reports there in advance of the printed AEIS reports mailed in October by following a link from the campus accountability data table.

STANDARDS FOR ACKNOWLEDGMENT ON CAMPUS COMPARABLE IMPROVEMENT [READING]

★ *For acknowledgment on this indicator, the percent of high-performing students in reading must meet or exceed 50.0 percent, AND the 2001 campus Comparable Improvement quartile in reading must be Q1.*

STANDARDS FOR ACKNOWLEDGMENT ON CAMPUS COMPARABLE IMPROVEMENT [MATHEMATICS]

★ *For acknowledgment on this indicator, the percent of high-performing students in mathematics must meet or exceed 50.0 percent, AND the 2001 campus Comparable Improvement quartile in mathematics must be Q1.*

Minimum Size Requirements for Additional Indicators

Additional Indicators are evaluated if the minimum size requirements specified below are met. Standards for the attendance rate, College Admissions Tests, TAAS / TASP equivalency, and Recommended High School Program participation indicators apply only to individual student groups. A minimum number of matched students must exist for Comparable Improvement to be determined. **Only results which meet the indicator's size requirements are evaluated.**

Attendance Rate

Student groups for the attendance rate are African American, Hispanic, White, and Economically Disadvantaged. These small numbers criteria are the least intuitive as they are based on total days in cumulative membership rather than individual student counts. To be included in the evaluation for Additional Acknowledgment, an individual student group for a district / campus must have:

- at least 5,400 in total days in membership (30 students x 180 school days) within the student group and the student group must comprise at least 10 percent of "all students" cumulative membership; **or**
- at least 9,000 in total days in membership (50 students x 180 school days).

College Admissions Tests

Student groups for college admissions tests are African American, Hispanic, and White. To be included in the evaluation for additional acknowledgment, an individual student group for a district / campus have:

- at least 10 examinees within the student group; **AND**
- either:
  - at least 30 graduates within the student group and the student group must comprise at least 10 percent of all graduates; **or**
  - at least 50 graduates within the student group.

Only non-special education graduates are evaluated.

TAAS / TASP Equivalency

Student groups for TAAS / TASP equivalency are African American, Hispanic, White, and Economically Disadvantaged. To be included in the evaluation for Additional Acknowledgment, an individual student group for a district / campus must have:

- at least 30 graduates within the student group and the student group must comprise at least 10 percent of all graduates; **or**
- at least 50 graduates within the student group.

Only graduates who took the exit-level examinations are included. This means that special education graduates who were exempted from taking the exit-level tests are excluded from the calculation.

Recommended HS Program

Student groups for participation in the Recommended High School Program are African American, Hispanic, White, and Economically Disadvantaged. To be included in the evaluation for Additional Acknowledgment, an individual student group for a district / campus must have:

- at least 30 graduates within the student group and the student group must comprise at least 10 percent of all graduates; **or**
- at least 50 graduates within the student group.

All graduates, special education and non-special education, are included.

Comparable Improvement

See *Section V, 2001 Campus Comparable Improvement* for details on minimum size criteria for these measures.

Rewards

Statutory Awards Programs

TSSAS. The Texas Successful Schools Awards System (TSSAS), first administered by the Texas Education Agency in 1991-92, was funded with $5 million for the 2000 / 2001 biennium by the 76th Texas Legislature. The statutory program is designed to reward schools that exhibit the highest levels of sustained success or the greatest improvement in achieving education goals. Financial awards based on the 2000 ratings were distributed to campuses rated *Exemplary*, *Recognized*, or *Acceptable* that showed significant gain in performance as measured by 2000 Comparable Improvement. Campuses rated *Low-performing*, or rated under the optional procedures for alternative education campuses, are ineligible to receive TSSAS awards. Although the majority of the $2.5 million annual allocation was distributed based on these performance criteria, a portion was awarded to schools in recognition of effective and innovative approaches to increasing the number of parents or guardians attending parent-teacher conferences.

PPIP. Another statutory awards program, the Principal Performance Incentive Program, was not funded for the 2000 / 2001 biennium.

Excellence Exemptions

Texas Education Code §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the commissioner of education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption **does not** apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential skills and knowledge, public school accountability, extra-curricular activities, and employee rights and benefits. (See *Texas Education Code* §39.112 for a complete list.) Under specific circumstances the commissioner may exempt a campus from class size limits for elementary grades. The statute is provided in *Section XV, Appendix A*.

The Department of Quality, Compliance, and Accountability Reviews and the Department of Legal Services can answer inquiries regarding these statutory exemptions.

Section V – 2001 Campus Comparable Improvement

Overview

The Comparable Improvement (CI) measures depend on campus comparison groups. Each campus has a unique comparison group of 40 other campuses in the state that closely match the target school on a number of characteristics. Comparison groups are recreated each year to account for changes in demographics which may occur. They are used for all group statistics reported on campus AEIS reports and the School Report Cards.

Comparable Improvement in the Texas public school accountability system:

- is computed for TAAS reading and mathematics only, using students tested in English who can be matched by their student identification information to their results from a prior school year;
- is a campus measure only; and
- is used for Additional Acknowledgment, TSSAS awards, AEIS reports, and School Report Cards.

2001 Comparable Improvement is computed only for schools rated in August 2001 and evaluated under the standard accountability procedures described in this manual. Schools evaluated under the optional alternative accountability procedures in August, even if they later receive a 2001 rating under standard procedures, will have no CI comparison group or measures determined. Results for the entire state are used in these calculations; to add a school at a later date has the potential to change CI results for other campuses.

Background

CI has been a statutory component of the accountability system since its design in 1993, but implementation was postponed until the 1995-96 school year when student-level TAAS growth measures became available.

Although the *Texas Education Code* defines the structure of the Texas public school accountability system, it delegates the operational decisions of applying such a system to the commissioner of education. Since the specifics of its definition and its application to the system are not codified, both the calculation and application of Comparable Improvement are the commissioner's responsibilities. *Texas Education Code* §39.051(c) defines Comparable Improvement and is reprinted in *Section XV, Appendix A*.

Building Campus Comparison Groups

Characteristics Used

The characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically significant. The six campus-level characteristics used in 2000-2001 are:

- percent of 2000-2001 students identified as African American;
- percent of 2000-2001 students identified as Hispanic;
- percent of 2000-2001 students identified as White;
- percent of 2000-2001 students identified as Economically Disadvantaged;
- percent of 2000-2001 students identified as Limited English Proficient (LEP); and
- percent of mobile students as determined from 1999-2000 cumulative attendance.

The characteristics analyzed to construct the comparison groups are defined below. Both special education and non-special education students are counted in the calculations, which are rounded to one decimal place.

Characteristics	Calculation	Data Source
Percent African American	$\frac{\text{Number of African American Students Enrolled X 100}}{\text{Students in Campus Membership}}$	2000-2001 PEIMS Submission 1
Percent Hispanic	$\frac{\text{Number of Hispanic Students Enrolled X 100}}{\text{Students in Campus Membership}}$	2000-2001 PEIMS Submission 1
Percent White	$\frac{\text{Number of White Students Enrolled X 100}}{\text{Students in Campus Membership}}$	2000-2001 PEIMS Submission 1
Percent Economically Disadvantaged	$\frac{\text{Number of Economically Disadvantaged Students Enrolled X 100}}{\text{Students in Campus Membership}}$	2000-2001 PEIMS Submission 1
Percent LEP	$\frac{\text{Number of Limited English Proficient Students Enrolled X 100}}{\text{Students in Campus Membership}}$	2000-2001 PEIMS Submission 1
Percent Mobile	$\frac{\text{Students in Campus Membership* less than 83\% of Days Taught X 100}}{\text{Students in Campus Membership}}$	1999-2000 PEIMS Submission 3

* *If the campus is newly opened and has no prior year membership, then the district average for percent mobile is substituted.*

How Groups Are Constructed

A unique comparison group of 40 campuses is identified for each school. The group is selected on the basis of the most dominant characteristics of the target campus. The order of dominance is determined by ranking the characteristics from highest to lowest percent. Only schools of similar type (elementary, middle, high school, or multi-level) form the selection pool.

Based on the most dominant characteristic for the target school — the one with the highest percentage — from the six listed above, the 100 most similar campuses are selected. That group is further refined by the next most dominant feature, and so on, until 50 comparison campuses are identified. Finally, 10 campuses with the most dissimilar of the less predominant characteristics are eliminated to bring the group size to 40. Only the accountability student group characteristics — African American, Hispanic, White, and Economically Disadvantaged — are used for this final reduction from 50 to 40 campuses; the percent LEP and percent mobile students are not considered when eliminating the least predominant characteristics in this final step.

EXAMPLE:

Elementary Campus X: 19.8% Hispanic, 50.3% African American, 29.9% White, 40.4% Economically Disadvantaged, 12.0% LEP, 15.2% Mobile

Step 1: 100 elementary campuses having percentages closest (both above and below) to ***50.3% African American*** students are identified.

Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of ***40.4% Economically Disadvantaged***.

Step 3: 10 of the remaining 90 schools which are most distant from ***29.9% White*** students are eliminated.

Step 4: 10 of the remaining 80 schools which are most distant from ***19.8% Hispanic*** students are eliminated.

Step 5: 10 of the remaining 70 schools which are most distant from ***15.2% Mobile*** students are eliminated.

Step 6: 10 of the remaining 60 schools which are most distant from ***12.0% LEP*** students are eliminated.

Step 7: 10 of the remaining 50 schools which are most distant from 29.9% White students and / or 19.8% Hispanic students are eliminated.

The final group size is 40 schools.

How CI Groups Are Built *(cont.)*

There is no limit to the number of comparison groups of which a school may be a member. It is theoretically possible for a school to be a member of no comparison group other than its own, or all of them within a particular school type (e.g. high school.)

Performance Measured for Comparable Improvement

According to statute, Comparable Improvement must be calculated for assessment results only, specifically for the TAAS. Comparable Improvement measures are based on analysis of growth on the Texas Learning Index (TLI), derived from the English language TAAS reading and mathematics tests which are given at grades 3 – 8, and 10. There are no TLI values available for the Spanish versions of TAAS which are administered in grades 3 – 6, or for TAAS writing.

Campus Comparable Improvement is not based on a single measure; there are multiple calculations involved to determine all components of the Comparable Improvement report and the Additional Acknowledgment criteria. These measures are described in detail.

Identifying Matched Students

Growth measures based on the TLI in reading and mathematics are determined for those students who took the test(s) in the current and prior years. The methodology for identifying matched students in 2001 is detailed below. The matching is not limited by the grade level of the student in the prior year; retained as well as promoted students can be part of the set of matched students.

Grades 4 - 8

Students (non-special education and special education) tested **in English** in the spring 2001 TAAS administrations on reading and / or mathematics who:

- are in grades 4, 5, 6, 7, or 8;
- are part of the 2001 accountability subset (tested non-special education and special education students who were enrolled in the district as of October 27, 2000); and

Grades 4 – 8
(cont.)

- can be matched back to the spring 2000 TAAS administration (English language) in grades 3, 4, 5, 6, 7, or 8, *all students*, anywhere in the state.

NOTE: Although these students must be in the accountability subset in 2001, they do not have to be in the *2000* accountability subset to be matched for Comparable Improvement. Both special education and non-special education TAAS data files are searched to locate prior year results.

Grade 10

Students (non-special education and special education) tested **in English** in the spring 2001 TAAS administrations on reading and / or mathematics who:

- are in grade 10;
- are part of the 2001 accountability subset; and
- can be matched back to the spring 1999 or spring 1998 grade 8 TAAS administrations, *all students*, anywhere in the state.

Grade 3

Students tested in the spring 2001 TAAS administrations on reading and mathematics in grade 3 cannot contribute to 2001 Comparable Improvement.

NOTE: Campuses without TAAS results at grades 4 – 8 or 10 are paired in order to calculate Comparable Improvement. The exception is campuses serving grades pre-kindergarten and / or kindergarten only; those schools are not required to be rated in the accountability system. (Refer to *Section VI, Special Issues and Exceptions* for details on pairing.)

Spanish TAAS

Students taking the Spanish version of the TAAS in grades 3 – 6 cannot contribute to the computation of Comparable Improvement. As there is no TLI measure for Spanish TAAS (because there is no exit-level Spanish TAAS with which to align the results), neither growth nor high-performing status can be determined for these examinees on a comparable scale to those students tested on English versions of the TAAS.

Growth on the Texas Learning Index

Comparable Improvement measures are based on analysis of TLI growth for all matched students in reading and mathematics. The measures take several steps to compute; the process begins with student-level calculations which are then aggregated to the campus level, and those results finally are analyzed within the comparison group.

A Texas Learning Index score is preceded by a digit representing the grade tested — 3, 4, 5, 6, 7, 8, or X (exit-level). For example, a student with a TLI mathematics score of 4-78 earned a TLI score of 78 on the 4th grade mathematics TAAS. The top and bottom end of the score range may differ from subject to subject, depending on how much easier or harder the test is at any particular administration. Within a subject, TLIs can be compared to determine the growth between test administrations.

Matched students for reading and matched students for mathematics are separately identified, and individual growth is determined by subject. TLI growth calculations performed at the student level are illustrated below:

TLI Growth (Mathematics) = Current year Mathematics TLI *minus* Prior Year Mathematics TLI

TLI Growth (Reading) = Current year Reading TLI *minus* Prior Year Reading TLI

A TLI growth of zero means that one year's growth has occurred. A negative value means that less than one year's growth has occurred and a positive value means that more than one year's growth has occurred. Examples of the reading calculation for two sixth grade students are provided:

EXAMPLE: JILL

(6-65)	**—**	**(5-55)**	**=**	**(+10)**
Jill's performance in Spring 2001		Jill's performance in Spring 2000		TLI Growth

Although Jill did not pass reading either year (a TLI of 70 is passing), she did show more than one year's growth.

EXAMPLE: JACK

(6-75)	**—**	**(5-80)**	**=**	**(-5)**
Jack's performance in Spring 2001		Jack's performance in Spring 2000		TLI Growth

Jack, on the other hand, passed both years, but he showed negative growth.

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Determining the Comparable Improvement Quartile

Step 1: Students Included

Matched students tested on TAAS in 2001 who scored less than a TLI of 85 on the prior year TAAS administration are included in the calculations of TLI growth which determine the Comparable Improvement quartile. (At exit-level, the prior year is either 1999 or 1998; for all other grades, the prior year is 2000.) These students are the basis of the calculations described in *Step 2* through *Step 3*.

Step 2: Campus Average TLI Growth

For each subject, the student TLI growth values are aggregated to the campus level to create a TLI Average Growth (TAG) for each campus. The calculations, rounded to two decimal places, are illustrated below:

TAG (Reading)
(for students with a Prior Year TLI value < 85 for Reading)

$$\text{TAG (Reading)} = \frac{\text{Sum of Matched Student TLI Growth Values for Reading}}{\text{Total Number of Matched Students in Reading}}$$

TAG (Mathematics)
for students with a Prior Year TLI value < 85 for Mathematics)

$$\text{TAG (Mathematics)} = \frac{\text{Sum of Matched Student TLI Growth Values for Mathematics}}{\text{Total Number of Matched Students in Mathematics}}$$

Step 3: Quartile Distribution of Growth

Within the comparison group, TAG values are ranked to determine the quartiles. Each campus is separately assigned one of the following quartile values for reading and for mathematics:

- Q1 (top 25 percent);
- Q2 (in the top 50 percent, but not in the top 25 percent);
- Q3 (in the bottom 50 percent, but not in the lowest 25 percent);
- Q4 (lowest 25 percent).

Since campuses have a comparison group of 40 schools, usually 10 will comprise each quartile. For each subject, those in Q1 are the 10 schools with the highest TAG within the group; those in Q4 are the 10 schools with the lowest TAG. The number of schools in each quartile can differ if TAG values are tied near the quartile separation points, or if some schools are excluded because they do not meet minimum size criteria. (See below.)

Step 3 *(cont.)*

Each school is assigned two quartile values — one for reading and one for mathematics — depending on where the TAG falls in the distribution of its unique set of 40 comparison schools. These are the Comparable Improvement measures for the target campus.

The quartile value of any school in a comparison group is appropriate only for that comparison group. A school which is a member of multiple comparison groups could have different quartile values for the same performance because that determination depends on the performance of the other schools in each group. The quartile values for a particular target school define Comparable Improvement for the target school only.

MINIMUM SIZE CRITERIA: A campus (either the target campus or a member of the comparison group) must have at least 10 matched students in a subject to receive a quartile value for that subject. The target campus is not assigned a quartile value for a subject when fewer than 24 campuses in the comparison group meet the minimum matched students criteria.

Other Measures

The AEIS campus Comparable Improvement report provides other TLI-based measures for each target campus and its comparison group of 40 schools. These are detailed below:

TLI Average Growth (TAG) for Prior Year Failers

NEW!

For both mathematics and reading, the average TLI growth for matched students who failed the TAAS in the prior year is calculated and reported. On the CI report, this is column (4). (See page 58.)

The calculations, rounded to one decimal place, are illustrated below:

$$\text{PRIOR YEAR FAILER AVERAGE TLI GROWTH (MATHEMATICS)} = \frac{\text{For Matched Students who Failed TAAS Mathematics in the Prior Year, Sum of TLI Growth Values for Mathematics}}{\text{Total Number of Matched Students in Mathematics who Failed in the Prior Year}}$$

$$\text{PRIOR YEAR FAILER AVERAGE TLI GROWTH (READING)} = \frac{\text{For Matched Students who Failed TAAS Reading in the Prior Year, Sum of TLI Growth Values for Reading}}{\text{Total Number of Matched Students in Reading who Failed in the Prior Year}}$$

High-Performing Students

For both mathematics and reading, the percent of matched students excluded from the CI growth analysis because they had a TLI at or above 85 in the prior year is calculated and reported for each target campus and its comparison group of 40 schools. On the CI report, this is column (5). (See page 58.) This measure is a component of the Additional Acknowledgment standards for campus Comparable Improvement. See *Section IV, 2001 Acknowledgments and Recognitions* for details on the standards and criteria for acknowledgment.

These measures, based on *total* matched students, indicate the percent of total matched students who were excluded from the campus TAG calculations and Comparable Improvement analysis.

The calculations, rounded to one decimal place, are illustrated below:

$$\text{PERCENT OF HIGH PERFORMING STUDENTS (MATHEMATICS)} = \frac{\text{Count of Matched Students with a Prior Year TLI value} >= 85 \text{ for Mathematics}}{\text{Total Number of Matched Students in Mathematics}}$$

$$\text{PERCENT OF HIGH PERFORMING STUDENTS (READING)} = \frac{\text{Count of Matched Students with a Prior Year TLI value} >= 85 \text{ for Reading}}{\text{Total Number of Matched Students in Reading}}$$

Rationale for Exclusions of High- or Low-Performing Students

The Texas Learning Index upon which Comparable Improvement is based is least sensitive to exceptionally high or low performance. This is a direct consequence of the criterion-based design of the state assessment program. Criterion-referenced tests are constructed to determine an individual's level of performance on specific content. Examinees pass or fail a criterion-referenced test. In contrast, norm-referenced tests are designed to determine where a person stands relative to a population of examinees on the content being tested.

Because criterion-referenced tests are not designed to measure the full extent of one's skills or knowledge, there are inherent "floors" and "ceilings" in the scores one can obtain. Therefore, growth measured when overall performance is exceptionally high or low are likely not very reliable indicators of either performance problems or improvement.

Rationale for Exclusions *(cont.)*

- **HIGH PERFORMERS.**
  Growth for students scoring a TLI of 85 or above in the first year of the comparison is difficult to measure; therefore the performance of these students is excluded from the calculation of campus average TAGs. Statewide, average TLI growth between 1999 and 2000 tended to be negative when the prior year score was near the top of the scale. The average mathematics TLI growth values turn negative when the previous year's TLI score is 85 or higher, while reading growth turns negative at a prior year score of 89. For consistency, the prior year score of 85 was selected as the threshold for both subjects. Exclusion of these high performers tends to increase the average TLI growth for individual campuses. Between 1999 and 2000, statewide TLI growth in reading was 4.85 without the high performers, but only 1.31 if they were included. For mathematics, statewide TLI growth was 3.8 without, and 1.44 with.

- **LOW PERFORMERS.**
  To address the measurement problems of the lowest performing students, matched students receiving the minimum possible score in either year are excluded from the CI analysis. This action impacts very few students; in 2000, 373 mathematics and 526 reading scores out of 1.3 million scores in each subject were excluded.

2001 Comparable Improvement Reports

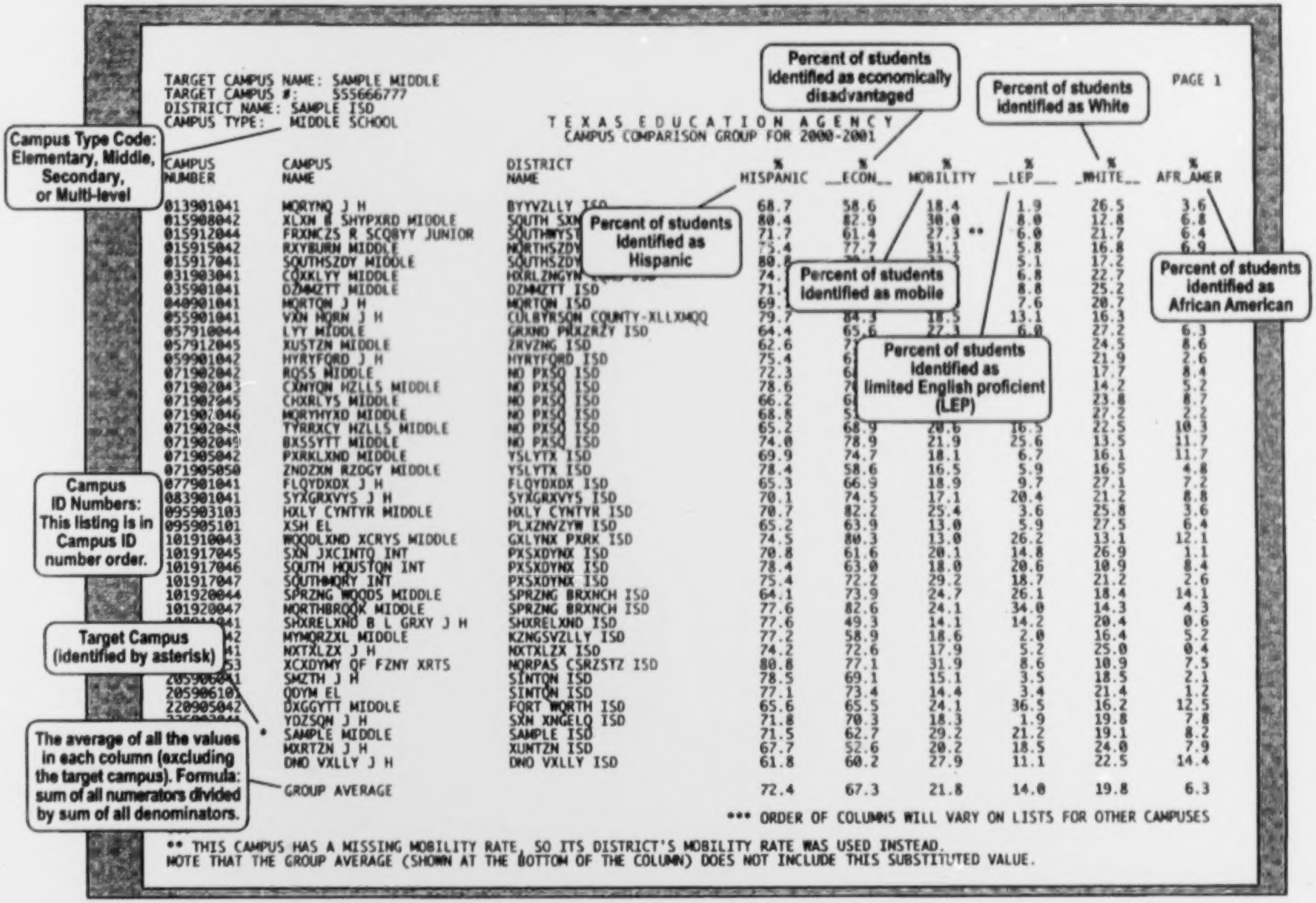
On the ratings release date, Comparable Improvement reports are accessible through the Texas Education Agency's website. A printed CI report is included with the campus AEIS reports transmitted in the fall. The report includes two pages of information: the demographic characteristics used to determine the comparison groups, and the TLI growth measures. Annotated samples of these reports are included for illustration on pages 57-58.

Acknowledgment on Comparable Improvement in Reading and Mathematics will be printed:

- on campus data tables provided with the ratings release;
- on the cover page of the campus AEIS reports; and
- on page 2 of the corresponding CI report.

All of the data supporting the acknowledgment are printed on the campus CI report, published in October. However, these reports will be accessible from the TEA website in August, concurrent with the 2001 ratings and acknowledgments release, through a link from the campus accountability data table.

Sample 2001 CI Report: Page 1 - Demographic Characteristics



TARGET CAMPUS NAME: SAMPLE MIDDLE
TARGET CAMPUS #: 555666777
DISTRICT NAME: SAMPLE ISD
CAMPUS TYPE: MIDDLE SCHOOL

PAGE 1

TEXAS EDUCATION AGENCY
CAMPUS COMPARISON GROUP FOR 2000-2001

CAMPUS NUMBER	CAMPUS NAME	DISTRICT NAME	% HISPANIC	% __ECON__	% MOBILITY	% __LEP___	% _WHITE__	% AFR_AMER
013901041	MORYNO J H	BYYVZLLY ISD	68.7	58.6	18.4	1.9	26.5	3.6
015908042	XLXN & SHYPXRD MIDDLE	SOUTH SXN [illegible]	80.4	82.9	30.0	8.0	12.8	6.8
015912044	FRXNCZS R SCOBYY JUNIOR	SOUTHWYST [illegible]	71.7	61.4	27.3 **	6.0	21.7	6.4
015915042	RXYBURN MIDDLE	NORTHSZDY [illegible]	75.4	77.7	31.1	5.8	16.8	6.9
015917041	SOUTHSZDY MIDDLE	SOUTHSZDY [illegible]	80.8	[illegible]	[illegible]	5.1	17.2	[illegible]
031903041	COXKLYY MIDDLE	HXRLZNGYN [illegible]	[illegible]	[illegible]	[illegible]	6.8	22.7	[illegible]
035901041	DZMMZTT MIDDLE	DZMMZTT ISD	[illegible]	[illegible]	[illegible]	8.8	25.2	[illegible]
040901041	MORTON J H	MORTON ISD	[illegible]	[illegible]	[illegible]	7.6	20.7	[illegible]
055901041	VXN HORN J H	CULBYRSON COUNTY-XLLXMQQ	79.7	84.3	18.5	13.1	16.3	[illegible]
057910044	LYY MIDDLE	GRXND PRXZRZY ISD	64.4	65.6	22.3	6.0	27.2	6.3
057912045	XUSTZN MIDDLE	ZRVZNG ISD	62.6	[illegible]	[illegible]	[illegible]	24.5	8.6
059901042	HYRYFORD J H	HYRYFORD ISD	75.4	[illegible]	[illegible]	[illegible]	21.9	2.6
071902042	ROSS MIDDLE	NO PXSO ISD	72.3	[illegible]	[illegible]	[illegible]	17.7	8.4
071902043	CXNYON HZLLS MIDDLE	NO PXSO ISD	78.6	[illegible]	[illegible]	[illegible]	14.2	5.2
071902045	CHXRLYS MIDDLE	NO PXSO ISD	66.2	[illegible]	[illegible]	[illegible]	23.8	8.7
071902046	MORYHYXO MIDDLE	NO PXSO ISD	68.8	[illegible]	[illegible]	[illegible]	27.2	2.2
[illegible]	TYRRXCY HZLLS MIDDLE	NO PXSO ISD	65.2	68.9	20.6	16.5	22.5	10.3
[illegible]	BXSSYTT MIDDLE	NO PXSO ISD	74.0	78.9	21.9	25.6	13.5	11.7
071905042	PXRKLXND MIDDLE	YSLYTX ISD	69.9	74.7	18.1	6.7	16.1	11.7
071905050	ZNOZXN RZDGY MIDDLE	YSLYTX ISD	78.4	58.6	16.5	5.9	16.5	4.8
077901041	FLOYDXDX J H	FLOYDXDX ISD	65.3	66.9	18.9	9.7	27.1	7.2
083901041	SYXGRXVYS J H	SYXGRXVYS ISD	70.1	74.5	17.1	20.4	21.2	8.8
095903103	HXLY CYNTYR MIDDLE	HXLY CYNTYR ISD	70.7	82.2	25.4	3.6	25.8	3.6
095905101	XSH EL	PLXZNVZYW ISD	65.2	63.9	13.0	5.9	27.5	6.4
101910043	WOODLXND XCRYS MIDDLE	GXLYNX PXRK ISD	74.5	80.3	13.0	26.2	13.1	12.1
101917045	SXN JXCINTO INT	PXSXDYNX ISD	70.8	61.6	20.1	14.8	26.9	1.1
101917046	SOUTH HOUSTON INT	PXSXDYNX ISD	78.4	63.0	18.0	20.6	10.9	8.4
101917047	SOUTHMORY INT	PXSXDYNX ISD	75.4	72.2	29.2	18.7	21.2	2.6
101920044	SPRZNG WOODS MIDDLE	SPRZNG BRXNCH ISD	64.1	73.9	24.7	26.1	18.4	14.1
101920047	NORTHBROOK MIDDLE	SPRZNG BRXNCH ISD	77.6	82.6	24.1	34.0	14.3	4.3
[illegible]	SHXRELXND B L GRXY J H	SHXRELXND ISD	77.6	49.3	14.1	14.2	20.4	0.6
[illegible]	MYMORZXL MIDDLE	KZNGSVZLLY ISD	77.2	58.9	18.6	2.0	16.4	5.2
[illegible]	NXTXLZX J H	NXTXLZX ISD	74.2	72.6	17.9	5.2	25.0	0.4
[illegible]	XCXDYMY OF FZNY XRTS	NORPAS CSRZSTZ ISD	80.8	77.1	31.9	8.6	10.9	7.5
[illegible]	SMZTH J H	SINTON ISD	78.5	69.1	15.1	3.5	18.5	2.1
[illegible]	ODYM EL	SINTON ISD	77.1	73.4	14.4	3.4	21.4	1.2
220905042	DXGGYTT MIDDLE	FORT WORTH ISD	65.6	65.5	24.1	36.5	16.2	12.5
[illegible]	YDZSQN J H	SXN XNGELO ISD	71.8	70.3	18.3	1.9	19.8	7.8
[illegible]	* SAMPLE MIDDLE	SAMPLE ISD	71.5	62.7	29.2	21.2	19.1	8.2
[illegible]	MXRTZN J H	XUNTZN ISD	67.7	52.6	20.2	18.5	24.0	7.9
[illegible]	DNO VXLLY J H	DNO VXLLY ISD	61.8	60.2	27.9	11.1	22.5	14.4
	GROUP AVERAGE		72.4	67.3	21.8	14.0	19.8	6.3

*** ORDER OF COLUMNS WILL VARY ON LISTS FOR OTHER CAMPUSES

** THIS CAMPUS HAS A MISSING MOBILITY RATE, SO ITS DISTRICT'S MOBILITY RATE WAS USED INSTEAD.
NOTE THAT THE GROUP AVERAGE (SHOWN AT THE BOTTOM OF THE COLUMN) DOES NOT INCLUDE THIS SUBSTITUTED VALUE.

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Percent of students identified as economically disadvantaged

Percent of students identified as White

Percent of students identified as Hispanic

Percent of students identified as mobile

Percent of students identified as African American

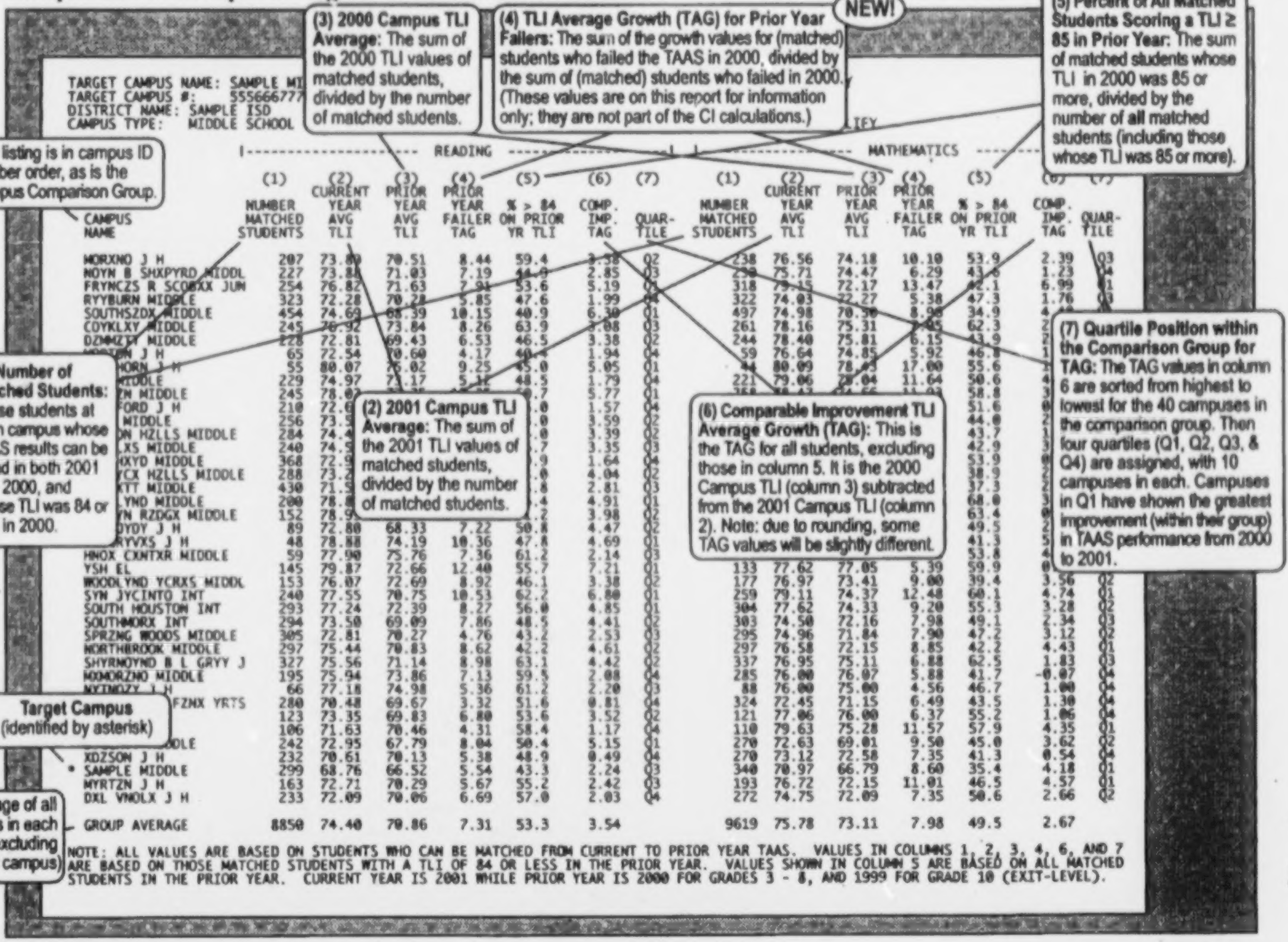
Percent of students identified as limited English proficient (LEP)

Campus ID Numbers: This listing is in Campus ID number order.

Target Campus (identified by asterisk)

The average of all the values in each column (excluding the target campus). Formula: sum of all numerators divided by sum of all denominators.

Sample 2001 CI Report: Page 2 - Performance Growth



TARGET CAMPUS NAME: SAMPLE MI
TARGET CAMPUS #: 555666777
DISTRICT NAME: SAMPLE ISD
CAMPUS TYPE: MIDDLE SCHOOL

	READING							MATHEMATICS						
CAMPUS NAME	(1) NUMBER MATCHED STUDENTS	(2) CURRENT YEAR AVG TLI	(3) PRIOR YEAR AVG TLI	(4) PRIOR YEAR FAILER TAG	(5) % > 84 ON PRIOR YR TLI	(6) COMP. IMP. TAG	(7) QUAR-TILE	(1) NUMBER MATCHED STUDENTS	(2) CURRENT YEAR AVG TLI	(3) PRIOR YEAR AVG TLI	(4) PRIOR YEAR FAILER TAG	(5) % > 84 ON PRIOR YR TLI	(6) COMP. IMP. TAG	(7) QUAR-TILE
MORXNO J H	207	[illegible]	70.51	8.44	59.4	3.38	Q2	238	76.56	74.18	10.10	53.9	2.39	Q3
NOYN B SHXPYRD MIDDL	227	[illegible]	71.03	7.19	44.9	2.85	Q3	[illegible]	75.71	74.47	6.29	[illegible]	1.23	Q4
FRYNCZS R SCOBXX JUN	254	76.82	71.63	7.91	53.6	5.19	Q1	318	[illegible]	72.17	13.47	[illegible]	6.99	Q1
RYYBURN MIDDLE	323	72.28	70.28	5.85	47.6	1.99	Q4	322	74.03	72.27	5.38	47.3	1.76	Q3
SOUTHSZDX MIDDLE	454	74.69	68.39	10.15	40.9	6.30	Q1	497	74.98	[illegible]	[illegible]	34.9	[illegible]	[illegible]
COYKLXY MIDDLE	245	76.92	73.84	8.26	63.9	3.08	Q3	261	78.16	75.31	[illegible]	62.3	[illegible]	[illegible]
DZ[illegible] MIDDLE	228	72.81	69.43	6.53	46.5	3.38	Q2	244	78.40	75.81	6.15	43.9	[illegible]	[illegible]
[illegible]ON J H	65	72.54	70.60	4.17	40.4	1.94	Q4	59	76.64	74.85	5.92	[illegible]	[illegible]	[illegible]
[illegible]HORN J H	55	80.07	75.02	9.25	45.0	5.05	Q1	44	80.09	[illegible]	17.00	55.6	[illegible]	[illegible]
[illegible]IDDLE	229	74.97	73.17	[illegible]	48.5	1.79	Q4	221	79.06	[illegible]	11.64	50.6	[illegible]	[illegible]
[illegible]ZN MIDDLE	245	[illegible]	[illegible]	[illegible]	[illegible]	5.77	Q1	[illegible]	[illegible]	[illegible]	[illegible]	58.8	[illegible]	[illegible]
[illegible]FORD J H	210	[illegible]	[illegible]	[illegible]	[illegible]	1.57	Q4	[illegible]	[illegible]	[illegible]	[illegible]	51.6	[illegible]	[illegible]
[illegible] MIDDLE	256	[illegible]	[illegible]	[illegible]	[illegible]	3.59	Q2	[illegible]	[illegible]	[illegible]	[illegible]	44.0	[illegible]	[illegible]
[illegible]ON HZLLS MIDDLE	284	[illegible]	[illegible]	[illegible]	[illegible]	3.39	Q2	[illegible]	[illegible]	[illegible]	[illegible]	43.7	[illegible]	[illegible]
[illegible]LXS MIDDLE	240	[illegible]	[illegible]	[illegible]	[illegible]	3.35	Q3	[illegible]	[illegible]	[illegible]	[illegible]	42.9	[illegible]	[illegible]
[illegible]HXYD MIDDLE	368	[illegible]	[illegible]	[illegible]	[illegible]	1.64	Q4	[illegible]	[illegible]	[illegible]	[illegible]	53.9	[illegible]	[illegible]
[illegible]YCX HZLLS MIDDLE	288	[illegible]	[illegible]	[illegible]	[illegible]	4.04	Q2	[illegible]	[illegible]	[illegible]	[illegible]	38.9	[illegible]	[illegible]
[illegible]XTT MIDDLE	430	[illegible]	[illegible]	[illegible]	[illegible]	2.81	Q3	[illegible]	[illegible]	[illegible]	[illegible]	37.3	[illegible]	[illegible]
[illegible]LYND MIDDLE	200	[illegible]	[illegible]	[illegible]	[illegible]	4.91	Q1	[illegible]	[illegible]	[illegible]	[illegible]	68.0	[illegible]	[illegible]
[illegible]YN RZDGX MIDDLE	152	[illegible]	[illegible]	[illegible]	[illegible]	3.98	Q2	[illegible]	[illegible]	[illegible]	[illegible]	63.4	[illegible]	[illegible]
[illegible]DYDY J H	89	72.80	68.33	7.22	50.8	4.47	Q2	[illegible]	[illegible]	[illegible]	[illegible]	49.5	[illegible]	[illegible]
[illegible]RYVXS J H	48	78.88	74.19	10.36	47.8	4.69	Q1	[illegible]	[illegible]	[illegible]	[illegible]	41.3	[illegible]	[illegible]
HNOX CXNTXR MIDDLE	59	77.90	75.76	7.36	61.2	2.14	Q3	[illegible]	[illegible]	[illegible]	[illegible]	53.8	[illegible]	[illegible]
YSH EL	145	79.87	72.66	12.40	55.7	7.21	Q1	133	77.62	77.05	5.39	59.9	[illegible]	[illegible]
WOODLYND YCRXS MIDDL	153	76.07	72.69	8.92	46.1	3.38	Q2	177	76.97	73.41	9.00	39.4	3.56	Q2
SYN JYCINTO INT	240	77.55	70.75	10.53	62.2	6.80	Q1	259	79.11	74.37	12.48	60.1	4.74	Q1
SOUTH HOUSTON INT	293	77.24	72.39	8.27	56.0	4.85	Q1	304	77.62	74.33	9.20	55.3	3.28	Q2
SOUTHMORX INT	294	73.50	69.09	7.86	48.5	4.41	Q2	303	74.50	72.16	7.98	49.1	2.34	Q3
SPRZNG WOODS MIDDLE	305	72.81	70.27	4.76	43.2	2.53	Q3	295	74.96	71.84	7.90	47.2	3.12	Q2
NORTHBROOK MIDDLE	297	75.44	70.83	8.62	42.2	4.61	Q2	297	76.58	72.15	8.85	42.2	4.43	Q1
SHYRMOYND B L GRYY J	327	75.56	71.14	8.98	63.1	4.42	Q2	337	76.95	75.11	6.88	62.5	1.83	Q3
MXMORZNO MIDDLE	195	75.94	73.86	7.13	59.5	2.08	Q4	285	76.00	76.07	5.88	41.7	-0.07	Q4
MYTNOZY J H	66	77.18	74.98	5.36	61.2	2.20	Q3	88	76.00	75.00	4.56	46.7	1.00	Q4
[illegible] FZNX YRTS	280	70.48	69.67	3.32	51.6	0.81	Q4	324	72.45	71.15	6.49	43.5	1.30	Q4
[illegible]	123	73.35	69.83	6.80	53.6	3.52	Q2	121	77.06	76.00	6.37	55.2	1.06	Q4
[illegible]	106	71.63	70.46	4.31	58.4	1.17	Q4	110	79.63	75.28	11.57	57.9	4.35	Q1
[illegible]DDLE	242	72.95	67.79	8.04	50.4	5.15	Q1	270	72.63	69.01	9.50	45.0	3.62	Q2
XDZSON J H	232	70.61	70.13	5.38	48.9	0.49	Q4	270	73.12	72.58	7.35	41.3	0.54	Q4
* SAMPLE MIDDLE	299	68.76	66.52	5.54	43.3	2.24	Q3	340	70.97	66.79	8.60	35.4	4.18	Q1
MYRTZN J H	163	72.71	70.29	5.67	55.2	2.42	Q3	193	76.72	72.15	11.01	46.5	4.57	Q1
DXL VNOLX J H	233	72.09	70.06	6.69	57.0	2.03	Q4	272	74.75	72.09	7.35	50.6	2.66	Q2
GROUP AVERAGE	8850	74.40	70.86	7.31	53.3	3.54		9619	75.78	73.11	7.98	49.5	2.67	

NOTE: ALL VALUES ARE BASED ON STUDENTS WHO CAN BE MATCHED FROM CURRENT TO PRIOR YEAR TAAS. VALUES IN COLUMNS 1, 2, 3, 4, 6, AND 7 ARE BASED ON THOSE MATCHED STUDENTS WITH A TLI OF 84 OR LESS IN THE PRIOR YEAR. VALUES SHOWN IN COLUMN 5 ARE BASED ON ALL MATCHED STUDENTS IN THE PRIOR YEAR. CURRENT YEAR IS 2001 WHILE PRIOR YEAR IS 2000 FOR GRADES 3 - 8, AND 1999 FOR GRADE 10 (EXIT-LEVEL).

This listing is in campus ID number order, as is the Campus Comparison Group.

(1) Number of Matched Students: Those students at each campus whose TAAS results can be found in both 2001 and 2000, and whose TLI was 84 or less in 2000.

(2) 2001 Campus TLI Average: The sum of the 2001 TLI values of matched students, divided by the number of matched students.

(3) 2000 Campus TLI Average: The sum of the 2000 TLI values of matched students, divided by the number of matched students.

NEW!

(4) TLI Average Growth (TAG) for Prior Year Failers: The sum of the growth values for (matched) students who failed the TAAS in 2000, divided by the sum of (matched) students who failed in 2000. (These values are on this report for information only; they are not part of the CI calculations.)

(5) Percent of All Matched Students Scoring a TLI ≥ 85 in Prior Year: The sum of matched students whose TLI in 2000 was 85 or more, divided by the number of all matched students (including those whose TLI was 85 or more).

(6) Comparable Improvement TLI Average Growth (TAG): This is the TAG for all students, excluding those in column 5. It is the 2000 Campus TLI (column 3) subtracted from the 2001 Campus TLI (column 2). Note: due to rounding, some TAG values will be slightly different.

(7) Quartile Position within the Comparison Group for TAG: The TAG values in column 6 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned, with 10 campuses in each. Campuses in Q1 have shown the greatest improvement (within their group) in TAAS performance from 2000 to 2001.

Target Campus (identified by asterisk)

The average of all the values in each column (excluding the target campus)

Section VI – Special Issues and Exceptions

Although most district and campus accountability ratings can be determined through Standard Analysis – the rating criteria detailed in *Section III, 2001 Accountability Rating Criteria and Standards* – there are special circumstances which require a closer examination. Accommodating the diversity of Texas public schools increases the complexity of the accountability system, but it also increases the fairness of the ratings ultimately assigned. This section also describes the routine data analyses conducted before applying the accountability system criteria and standards.

Identifying Who Needs Special Treatment

Ratings

Districts and campuses may require special treatment with respect to ***accountability ratings*** if one of the following circumstances applies:

- there are fewer than 30 total students tested;
- the campus meets the criteria for a non-traditional school; or
- the campus has no TAAS results.

Only those districts and campuses falling into one of the categories given above are affected by the special issues and exceptions examined in this section.

Comparable Improvement

With respect to ***Comparable Improvement***, campuses are not evaluated if one of the following circumstances applies:

- they were either not rated or were evaluated under the optional accountability procedures for alternative education schools;
- the number of matched students for the campus is less than 10; or
- there are fewer than 24 campuses with 10 or more matched students in the 40-school comparison group.

Campuses Not Rated in 2001

In 2001, there are several circumstances under which a campus is not rated under the standard accountability procedures. These are schools where:

- the grades served are kindergarten or below, and the campus is unpaired [*Not Rated: PreK / K*];
- all students are served in special education programs and none are tested on TAAS [*these schools are evaluated through special programs district effectiveness and compliance review*];
- the campus is an alternative education school and is approved for Optional Evaluation; [*See the discussion on Alternative Education later in this section and the* ***2000-2001 Alternative Education Accountability Manual***];
- the campus opens mid-year, or closes mid-year. Such schools will not receive an accountability rating for the year in which it opens or closes. In practice this means that a rating is determined for all campuses with student enrollment reported on 2000-2001 PEIMS Submission 1 and with TAAS results from the spring 2001 administration. However, the *district* rating will be based on TAAS results for all students who were enrolled in the district as of October 27, 2000, regardless of which schools they attended within the district at the time of testing; or
- the school is administered by a State Board of Education-issued charter, the charter "district" is operating for the first time as a charter during the 2000-2001 school year, and the charter district has not specifically requested that its campuses be rated. For campuses in a newly opened charter "district" to be rated, the commissioner must receive a request in writing by April 30, 2001.

  This means that, by default, newly opened campuses of pre-existing charters (those operating schools prior to the fall of 2000) will be rated in 2001, even though that particular campus may not have begun operation until the fall of 2000.

Campus ID Changes

In a given year, districts may need to change one or more of their campus identification numbers, the unique 9-digit county-district-campus numbers (CDC), due to closing old schools, opening new schools, or changing the grade span or population served of an existing school. The Texas Education Agency's data system can accommodate these events; however, it does not track these organizational changes over time. Unintended consequences can occur when districts "recycle" campus ID numbers. Because two-year performance changes are a component of the accountability reporting system, and merging of prior year files with current year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation:

> **EXAMPLE:** A campus served grades 7 and 8 in 2000, but in 2001, serves as a 6th grade center. The district did not request a new campus number for the new configuration. Instead, the same CDC number used in 2000 was maintained. Therefore, in 2001, grade 6 performance would be reported with prior year grade 7 and 8 performance.

The decision to change a campus number is a local one; however, districts should exercise caution in requesting new numbers and in continuing to use existing numbers when the student population or the grades offered change. **Districts are strongly encouraged to request new campus numbers when school organizational configurations change dramatically**. The TEA Division of Customer Assistance and Training can assist in establishing new, or retiring old, campus numbers.

Campus Closings

There will be campuses that receive an accountability rating for the 2000-2001 school year in August, but do not enroll students for the 2001-2002 school year. These "closures" can result from campus ID changes or elimination of an instructional program. There are consequences related to rewards and sanctions to this action.

- Closed campuses are ineligible for the 2002 TSSAS awards.
- If the 2001 rating is either *Low-performing* or *Alternative Education: Needs Peer Review*, and it has been determined that the school has truly closed and is not the result of a campus ID number change only, then that school will not receive a site visit to address its poor performance.

Special Analysis for Small Numbers of Students

Districts and campuses with small numbers of students present a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, *e.g.*, few African American test takers in reading. These are handled by applying the minimum size criteria described in previous sections of this manual. The second is small numbers of total students, that is, few total students tested or few total students in grades 7-12.

Districts and campuses with small numbers of total students raise issues regarding the stability of the data as well as the confidentiality of student performance. While all districts and campuses are initially rated under standard evaluation, these small districts and campuses are subject to Special Analysis under the circumstances specified below. If Special Analysis is necessary, only total student performance is examined.

- If standard evaluation indicates that a rating of *Exemplary* or *Recognized* may be appropriate, then Special Analysis is conducted when there are fewer than 30 total students tested in two or more TAAS subject areas.
- If standard evaluation indicates that a rating of *Academically Unacceptable / Low-performing* may be appropriate, then Special Analysis is conducted only on the indicator(s) with fewer than 30 total students tested which caused the district / campus to be considered *Academically Unacceptable / Low-performing.*
- Regardless of the initial rating, if standard evaluation is based on test results for fewer than 10 students, fewer than 10 dropouts were reported, and the campus is not a regular instructional campus, then Special Analysis is conducted.

METHODOLOGY FOR SPECIAL ANALYSIS

Special Analysis to determine accountability ratings consists of analyzing trends in performance since 1994 by reviewing past AEIS reports, cumulative TAAS passing rates, and dropout rate trends over that time. Professional judgment is used to determine if current performance is an aberration or an indication of consistent performance. Final ratings are then assigned.

Pairing Campuses

Identifying Campuses

Accountability Ratings

All schools in the state serving grades 1-12 must receive an accountability rating. Beginning in 1994, campuses with no TAAS values due to grade span served were incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. The schools share TAAS data.

When determining the performance rating of the paired school, any indicator data that are available for the school are analyzed. For example, the dropout rates for a school with grades 11-12 are used in conjunction with the TAAS data from its "pair" to arrive at a rating for that 11-12 school. Thus, it is very possible that paired schools may be assigned different ratings.

The Texas Education Agency (TEA) determines which schools need to be paired for any given accountability rating cycle after analyzing enrollment files submitted on PEIMS Submission 1. Districts are not allowed to pair schools outside of this process. All superintendents whose districts have schools with enrollment in grades higher than kindergarten, and solely in grades with no TAAS data, *i.e.*, grades 1, 2, 9, 11, or 12, receive a request for pairing.

Comparable Improvement / Growth Measures

Without pairing, TLI growth measures cannot be calculated for those schools with a high grade of 3. While these schools have current year TAAS results for grade 3, there are no prior year results for matching because TAAS is not administered at grade 2. Growth measures reported on AEIS reports include Comparable Improvement and the current performance of prior year TAAS failers. Districts having schools with a high grade of 3 will be asked to identify pairing partners. Campus pairings used for accountability ratings are also used for Comparable Improvement and computing the current year performance of prior year failers.

Informing TEA of Pairing Decisions

Districts have the opportunity to annually reaffirm prior pairing decisions and to provide new information by completing special data entry screens on the Texas Education Agency's website. (See samples on pages 65-66.) Districts with schools that need to be paired either for rating purposes or Comparable Improvement will receive instructions on how to access this application on-line in late March, with a due date for completion of April 30, 2001.

Informing TEA of Pairing Decisions *(cont.)*

If a district fails to inform the state, pairing decisions will be made by agency staff. In the case of schools that have been paired in the past, staff will assume that prior year pairing relationships still apply. In the case of schools identified as needing to be paired for the first time in the 2000-2001 school year, pairing selections will be made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

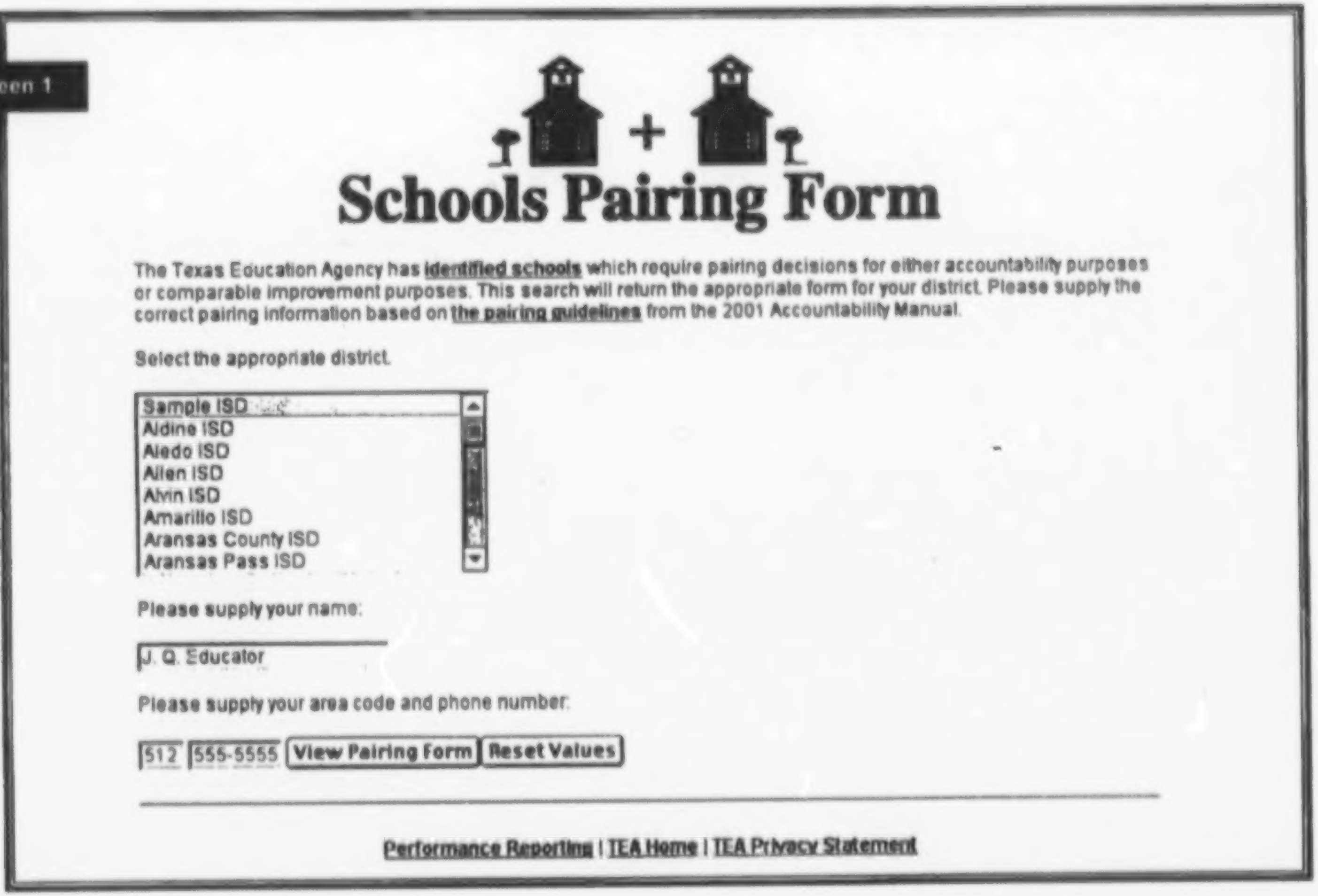
Pairing Guidelines

The following guidelines for pairing campuses apply:

- In general, a campus needs to be paired if it does not serve any grade at which TAAS is administered. A campus serving grades K – 2 only, grade 9 only, or grades 11 – 12 only are examples of campuses that need to be paired.
- Districts make the decisions regarding pairing and inform the Texas Education Agency.
- Paired schools must have a "feeder" relationship and the grades should be contiguous. For example, a K – 2 school should be paired with the 3 – 5 school that accepts its students into 3rd grade. A 9th grade center may be paired with either a high school serving grades 10 – 12, or the feeder middle school.
- Some different types of multiple pairings are possible:
    - If several K – 2 schools "feed" the same 3 – 5 school, all of the K – 2 schools may be paired with that 3-5 school.
    - If a K – 2 school "feeds" several 3 – 5 schools, only one 3 – 5 school may be selected. In this case, the district should make the best choice based on local criteria.
- Districts may change pairings from year to year; however, these changes should be based on reasonable justification (*e.g.*, change in attendance zones affecting feeder patterns). Be aware that the prior year performance accessed will depend on the pairing relationships in place for the current year.

Sample 2001 Paired Schools Data Entry Application *(3 on-line screens)*

Screen 1



Schools Pairing Form

The Texas Education Agency has **identified schools** which require pairing decisions for either accountability purposes or comparable improvement purposes. This search will return the appropriate form for your district. Please supply the correct pairing information based on **the pairing guidelines** from the 2001 Accountability Manual.

Select the appropriate district.

- Sample ISD
- Aldine ISD
- Aledo ISD
- Allen ISD
- Alvin ISD
- Amarillo ISD
- Aransas County ISD
- Aransas Pass ISD

Please supply your name:

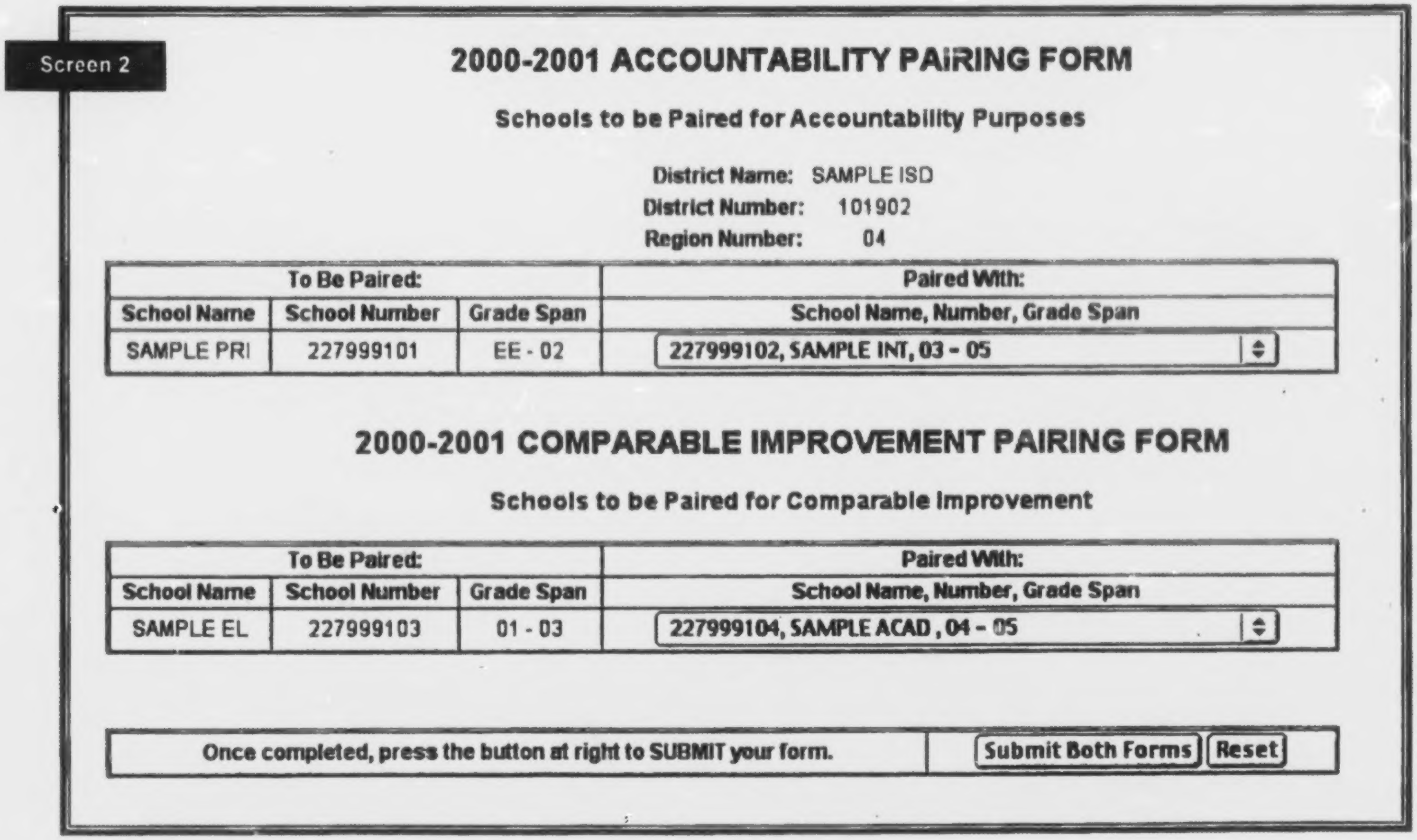
J. Q. Educator

Please supply your area code and phone number:

512 555-5555

Performance Reporting | **TEA Home** | **TEA Privacy Statement**

Sample 2001 Paired Schools Data Entry Application *(3 on-line screens)*



Screen 2

2000-2001 ACCOUNTABILITY PAIRING FORM

Schools to be Paired for Accountability Purposes

District Name: SAMPLE ISD
District Number: 101902
Region Number: 04

To Be Paired:			Paired With:
School Name	**School Number**	**Grade Span**	**School Name, Number, Grade Span**
SAMPLE PRI	227999101	EE - 02	227999102, SAMPLE INT, 03 - 05 ◆

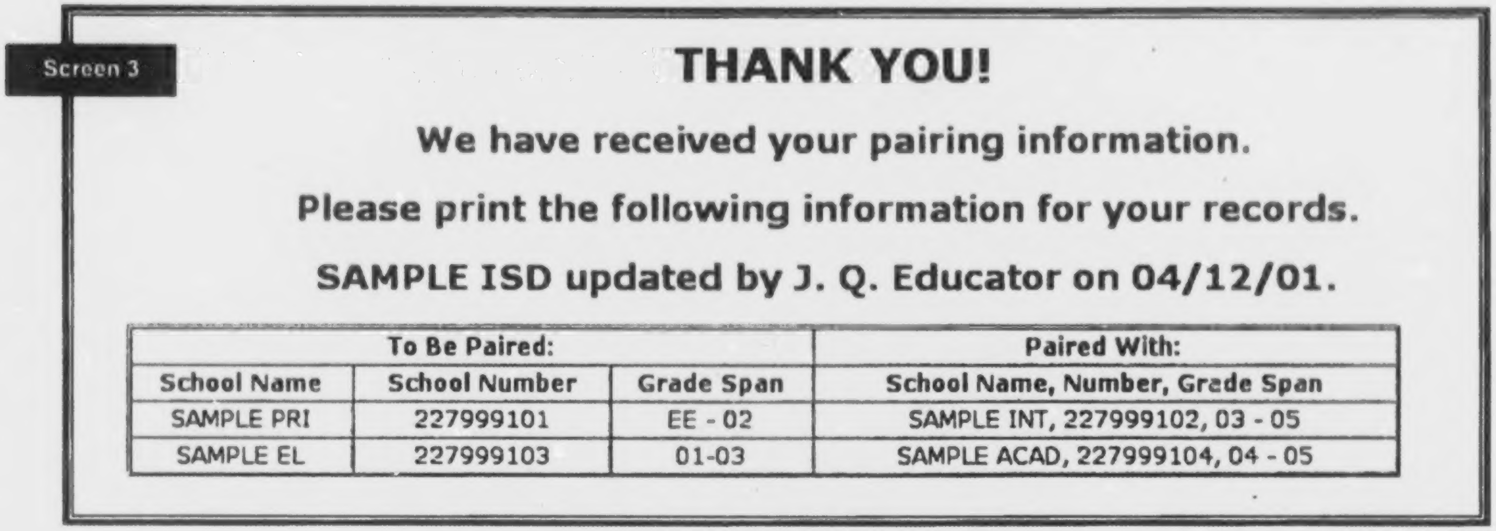
2000-2001 COMPARABLE IMPROVEMENT PAIRING FORM

Schools to be Paired for Comparable Improvement

To Be Paired:			Paired With:
School Name	**School Number**	**Grade Span**	**School Name, Number, Grade Span**
SAMPLE EL	227999103	01 - 03	227999104, SAMPLE ACAD , 04 - 05 ◆

Once completed, press the button at right to SUBMIT your form.

Sample 2001 Paired Schools Data Entry Application *(3 on-line screens)*



THANK YOU!

We have received your pairing information.

Please print the following information for your records.

SAMPLE ISD updated by J. Q. Educator on 04/12/01.

To Be Paired:			Paired With:
School Name	**School Number**	**Grade Span**	**School Name, Number, Grade Span**
SAMPLE PRI	227999101	EE - 02	SAMPLE INT, 227999102, 03 - 05
SAMPLE EL	227999103	01-03	SAMPLE ACAD, 227999104, 04 - 05

Non-Traditional Schools

Charter Schools

By statute, the State Board of Education is authorized to charter 120 open-enrollment schools across the state, as well as an unlimited number of charter schools designed to serve populations in which 75 percent or more of the students are considered at-risk. As of January 2001, the board had authorized 192 charters, of which 163 were in operation serving an estimated 32,000 students.

Those charter schools which will receive a rating in 2001 are described in the situations below:

- The charter "district" was in operation in 1999-2000. For charter districts operating multiple charter schools, this means that campuses opening in 2000-2001 will be rated in their first year of operation if the district operated any other campuses in the prior year.
- If the charter "district" is in its first year of operation in 2000-2001, the chief administrator may submit a written request for its campus(es) to be rated in 2001. This request must be received prior to April 30, 2001 for the charter school(s) to receive a rating in August. Requests received after performance results are known will not be granted.

The evaluation of charter schools results in stand-alone ratings; performance results of students in these schools do not impact the ratings of any non-charter public school district or school. Currently, charter schools are evaluated at the school-level only; there is no district rating even if the charter operates multiple schools. However, this policy is currently being evaluated by the Texas Education Agency and may change in the future. Charter schools may participate in the optional procedures for evaluating alternative education schools if they meet the qualifications for that system.

Alternative Education Schools

Ratings. As previously mentioned, all schools in the state serving grades 1 – 12 must receive a campus rating; however, the accountability system recognizes that some schools offering an alternative program may need to be evaluated under different criteria than regular campuses. Alternative education campuses have two choices for evaluation:

- STANDARD EVALUATION.
  If an alternative education school either chooses not to seek or is not approved for optional evaluation, then the campus is evaluated against the same standards and criteria as regular schools. If the rating earned is at least *Acceptable*, the campus can be considered for a statutorily authorized award program.

Alternative Education Schools *(cont.)*

- **OPTIONAL EVALUATION.**
  A campus organized as an alternative education school may choose to be evaluated under different performance standards and indicators than those used for regular campuses. The development of standards, methodology, and criteria for the optional evaluation of alternative education schools is the responsibility of the Division of Accountability Development and Support in the Department of Quality, Compliance, and Accountability Reviews. In 2001, districts are evaluated using Base Indicators of TAAS results, dropout rates, and attendance rates. Additionally, districts conduct self-evaluations against approved criteria. All of this information is then analyzed by agency staff against the approved performance objectives.

  Schools which have be approved for the Optional Evaluation *and have sufficient numbers of students* will receive a rating of:

  ➲ *Alternative Education: Commended,*

  ➲ *Alternative Education: Acceptable*, or

  ➲ *Alternative Education: Needs Peer Review.*

  Schools receiving the *Needs Peer Review* rating will receive on-site peer review visits over the next school year. Alternative education campuses with performance results for fewer than five students will receive a rating of *Alternative Education: Not Rated*. Refer to the ***2000-2001 Alternative Education Accountability Manual*** for detailed information about rating alternative education schools.

Data Attribution:

- **DISTRICT.** Performance data for all schools in a district will be included in the district analyses for ratings and acknowledgments, regardless of whether the alternative education school(s) was evaluated under standard or optional criteria.

- **CAMPUS.** The *PEIMS Data Standards* provide detailed instructions on the attribution of information on students served at alternative education schools. Students served in an AEP setting less than 85 days should have attendance, leaver, and TAAS results attributed to the sending campus. Students served 85 days or longer should have their performance information attributed to the AEP. Reference the *2000 – 2001 PEIMS Data Standards* for detailed information on data attribution instructions.

Residential Treatment Centers

Some districts across the state provide educational services to students in privately operated residential treatment centers located within the district boundaries. Performance results for students served at these centers are used to determine a campus rating (standard or optional evaluation), and they do contribute to the accountability rating of the reporting district.

Shared Services Arrangements

Since 1999, performance results (TAAS results, reported dropouts, and attendance rates) for students reported at schools operated by a shared services arrangement affect the district accountability rating of the reporting district.

Districts in shared service arrangements have three options for reporting performance results.

- Each district participating in these arrangements can establish an ID number for a "virtual campus" and then attribute all information pertaining to long-term students (at least 90 days of consecutive instruction) to that campus number. Under this option, each district is responsible for reporting its own students and is accountable for their performance.
- Each district participating in these arrangements can attribute all information pertaining to long-term students to the students' "regular" campus number. Under this option, each district is responsible for reporting its own students and is accountable for their performance.
- The district acting as the fiscal agent for the shared service arrangement can report all information pertaining to long-term students. Under this option, the fiscal agent alone is responsible for reporting on all students and is accountable for their performance.

Juvenile Justice Alternative Education Programs

Performance results of students served in juvenile justice alternative education programs (JJAEPs) **do** affect district and campus accountability ratings. Statute prohibits the attribution of performance results to the JJAEPs; either a regular or long-term alternative education campus must be held accountable. Districts affected by this type of facility should, to the best of their ability, determine the disposition of students served so that they may appropriately report student-level data for accountability purposes.

Specific directions for reporting the 1999-2000 attendance of students served in these JJAEPS on PEIMS Submission 3 was transmitted to districts in December 1999. Directions for reporting 2000-2001 attendance are published in the *2000 – 2001 PEIMS Data Standards*. Attendance and leaver data from JJAEP campuses

JJAEPs *(cont.)*

will be attributed to the "campus of accountability" either reported by the district or assigned by the agency based on PEIMS attendance records reported for the prior year.

For counties with a population of 125,000 or more, *Texas Education Code* §37.011(h) requires that a student enrolled at the JJAEP be reported as if the student were at his / her regularly assigned campus and education program. Smaller counties may establish JJAEPs, but are not required by statute to do so. Each district that sends students to a JJAEP is responsible for attributing attendance and dropout status according to the *PEIMS Data Standards*, and TAAS performance according to the published TAAS testing guidelines. These data affect the accountability ratings of the sending district and campus.

By statute, procedures for evaluating the educational performance of JJAEPs in large counties are the responsibility of the Texas Juvenile Probation Commission.

Disciplinary Alternative Education Programs

Performance results of students served in disciplinary alternative education programs (DAEPs) **do** affect district and campus accountability ratings. Statutory intent prohibits the attribution of performance results to the DAEPs; either a regular or long-term alternative education campus must be held accountable. Districts affected by this type of facility should, to the best of their ability, determine the disposition of students served so that they may appropriately report student-level data for accountability purposes.

Specific directions for reporting the 1999-2000 attendance of students served in these DAEPS on PEIMS Submission 3 was transmitted to districts in December 1999. Directions for reporting 2000-2001 attendance are published in the *2000 – 2001 PEIMS Data Standards.* Attendance and leaver data from DAEP campuses will be attributed to the "campus of accountability" either reported by the district or assigned by the agency based on PEIMS attendance records reported for the prior year.

Year-Round Education Schools

Alternative TAAS Testing Dates

In 2001, schools and districts operating in year-round education (YRE) settings have the option of testing later in the calendar year to accommodate differences in days of instruction.

Optional test administrations are scheduled for March 20, 2001 (writing) and May 15-18, 2001 (reading, mathematics, science, and social studies) to better equalize the days of instruction received prior to testing. Requests to test in other weeks in May are considered on a case-by-case basis for schools where the scheduled testing date conflicts with intersession dates, multi-tracking, or the first week back from intersession. Schools can select the alternate testing dates if the difference in the number of instructional days between year-round education and traditional calendar students is more than 15 days at the time of the standard administrations.

Rating Release Date

The ratings release date for schools operating on a year-round calendar is the same as for those operating on a traditional calendar. However, these districts will receive their TAAS results for accountability from the test contractor only shortly in advance of the ratings release.

Alternative education campuses operating on a year-round calendar and participating in the alternative accountability procedures must follow the same reporting timelines to the TEA Division of Accountability Development and Support as do alternative education campuses operating on traditional calendars. Ratings for all alternative education schools are released on the same day as for regular schools, August 16, 2001.

Section VII – Appealing the 2001 Accountability Ratings

General Instructions

Superintendents are provided the opportunity to appeal data used to determine accountability ratings under a limited set of circumstances and within a defined time limit. General appeal parameters are outlined below:

- Campus and district appeals must be written and submitted under the signature of the district superintendent.
- For any district or campus, only one opportunity will be permitted to appeal on any indicator.
- **Appeals are not a data correction opportunity!** Appeals must be based upon a data or calculation error attributable to the Texas Education Agency, regional education service centers, or the test contractor for the student assessment program. Problems due to *district* errors in PEIMS data submissions or on TAAS answer sheets are considered on a case-by-case basis. However, districts should keep in mind that statute permits consideration of data reporting quality when assigning ratings. Egregious reporting errors can result in a district rating of *Suspended: Data Inquiry*.
- Only appeals which would result in ratings changes will be considered by the commissioner.
- Appeals will not be considered prior to district receipt of partial accountability data tables (Parts I and II) in late June. Every effort will be made to resolve appeals by the August release date, but resolution is not guaranteed.
- Appeals for performance on Additional Indicators will not be considered by the commissioner.
- The commissioner will respond in writing to each appeal received.
- The decision of the commissioner of education is final. His decision is not subject to further negotiation.

NOTE: Data are never modified, even when appeals are granted. Accountability and AEIS reports, as well as all other publications reflecting accountability data, must report the data as they are submitted to the Texas Education Agency. Accountability data are subject to scrutiny by the Office of the State Auditor.

2001 Appeal Deadlines

Superintendents have a limited window in which to submit an appeal to the commissioner of education.

- Ratings may be appealed through September 14, 2001.
- Appeals may be transmitted to the commissioner from the time of receipt of the partial data tables (June) through the end of the rating appeal window (September 14).

TAAS Appeals

TAAS information may be appealed if a problem is identified with the accountability subset of results reported on the accountability data tables (Part II). **This appeal should reflect a serious problem such as a missing grade level or campus, and not be based on coding errors on TAAS answer sheets.**

Appeals based on questions regarding credit for grade 10 students meeting the testing requirement for graduation by passing end-of-course examinations will be considered on a case-by-case basis.

Dropout Appeals

Leavers coded on 2000-2001 PEIMS Submission 1 with any one of the following leaver reason codes are counted as dropouts for accountability purposes. (See *2000-2001 PEIMS Data Standards* for full descriptions of the reason codes.) Student withdrew from or left school:

- to pursue a job [*code 2*];
- to join the military [*code 4*];
- because of pregnancy [*code 8*];
- to marry [*code 9*];
- due to alcohol or other drug abuse problems [*code 10*];

Dropout Appeals *(cont.)*

- because of low or failing grades [*code 11*];
- because of poor attendance [*code 12*];
- because of language problems [*code 13*];
- because of age [*code 14*];
- due to homelessness or non-permanent residency [*code 15*];
- to enter college with no evidence of working towards an Associate's or Bachelor's degree [*code 25*];
- because student was expelled (due to reasons other than criminal behavior), with no further participation in a school or educational program to continue working towards the completion of a high school diploma or GED certificate [*code 26*];
- because student failed exit TAAS, has not met all other graduation requirements, and has no evidence of further participation in a school or educational program to continue working towards the completion of a high school diploma or GED certificate [*code 27*];
- because student did not return to school after completing a JJAEP term, and the student has not graduated or completed/received a GED [*code 65*];
- to attend an alternative program, but student is not in compliance with compulsory attendance laws [*code 70*];
- to attend an alternative program, is in compliance with compulsory attendance laws, but the district does not have acceptable documentation that the student is working toward completion of high school (diploma or GED.) [*code 71*];
- because district revoked enrollment of a student age 18 or over because the student had more than 5 unexcused absences in a semester [code 76];
- because student was expelled under the provisions of TEC §37.007 but did not return to school when the expulsion period was completed [code 79]; or
- because the reason is unknown [*code 99*].

Dropout Appeals *(cont.)*

After the PEIMS resubmission period, TEA applies automated comparisons of leaver data against other state data sources to attempt to locate reported dropouts in other educational settings. If the record for a reported dropout is matched through this process, then the student record is excluded from the dropout count. Districts and campuses are held accountable for their *official* dropouts, those whose status is not changed by this process. In April, the agency will provide to districts the accountability dropout counts and rates for "all students" and each student group, as well as lists of official dropouts and excluded dropouts (those whose status changed.) The source of the record exclusion will be provided.

The status of a reported leaver as of January 18, 2001, the last date to resubmit PEIMS Submission 1 data, is the only status relevant to a dropout appeal. If the district locates a student after that date in circumstances that would have removed the leaver from the dropout count, that information will not be relevant to the appeal.

This policy ensures that all districts have an equal opportunity to locate leavers in grades 7 – 12. Success in locating leavers after dropout summaries have been transmitted by the Texas Education Agency will not be considered valid support for a rating appeal.

Special Circumstance Appeals

Residential Treatment Centers

If the rating of a district that has a privately operated residential treatment center within its geographic boundaries is adversely affected by the inclusion of performance results for students served at that center, then the superintendent of that district may appeal for reconsideration of the district rating.

Under-reported Students

As described in *Section III, 2001 Accountability Ratings and Standards*, a district will be prevented from being rated *Exemplary* or *Recognized* if it exceeds the thresholds for either the number or percent of prior year grade 7 – 12 students who were not reported as either enrolled or leavers in PEIMS Submission 1. If the district can show that the threshold was exceeded due to PID corrections, then a ratings appeal will be considered by the commissioner.

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How to Submit An Appeal

Superintendents appealing data used to determine an accountability rating should prepare a written request to the commissioner of education which identifies:

- The district and / or campuses for which the appeal is being submitted;
- The data in question;
- The perceived error;
- The reason(s) why the perceived error is attributable to the Texas Education Agency, a regional education service center, or the test contractor for the student assessment program; and
- The reason(s) why the perceived error would change the rating of the district or school.

When student-level information is in question, supporting information must be provided for commissioner review, *i.e.*, a list of the students in question by name and identification number. It is not sufficient to claim data are in error without providing information with which the appeal can be evaluated. More than one indicator can be appealed in the same letter.

Appeal letters should mailed to the following address:

Commissioner Jim Nelson
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

While not required, a copy to staff would be appreciated. Ratings appeals for districts and schools evaluated under standard procedures should be copied to Criss Cloudt, Associate Commissioner for Accountability Reporting and Research. Rating appeals for schools evaluated under the optional procedures for alternative education schools should be copied to Karen Case, Associate Commissioner for Quality, Compliance, and Accountability Reviews.

Appeal Examples

Examples of acceptable and unacceptable appeals are provided for illustration.

Acceptable Appeal:

Dear Commissioner Nelson,

According to my analysis, Elm Street High School would meet all criteria for receiving the Recognized rating if two additional 10th grade students who had previously passed the appropriate end-of-course examinations had been included in the passing rate calculations.

The names and testing records of these two students are attached. Student identification mismatches were the reason these students were not located through your automated processes. Please incorporate this information into your calculations when determining the 2001 rating.

Sincerely,

J. Q. Educator
Superintendent of Schools

Unacceptable Appeal:

Dear Commissioner Nelson,

According to my analysis, Elm Street High School would meet all criteria for receiving the Recognized rating if two additional students who had passed the appropriate end-of-course examinations had been considered. Please revise the 2001 rating.

Sincerely,

J. Q. Educator
Superintendent of Schools

Appeal Examples *(cont.)*

Acceptable Appeals:

Dear Commissioner Nelson,

I have analyzed the leaver information for Elm Street High School and believe that one student counted as an official dropout should have been excluded as part of the statewide record exclusion system. This student left Elm Street High School last spring but we did not receive a request for records until after the PEIMS resubmission date. However, I have reason to believe that this student has been enrolled at the transfer district since the beginning of the school year. Unfortunately, this student received a Z-ID during the leaver record processing, which is why I believe that this student could have been reported in current year enrollment but not recovered.

Attached is pertinent information to this appeal: Student name, student identification numbers, date of birth, and transfer documentation are provided. Recovering the record for this student should raise the school's rating to Acceptable.

Sincerely,

J. Q. Educator
Superintendent of Schools

Unacceptable Appeals:

Dear Commissioner Nelson,

I have analyzed the leaver information for Elm Street High School and believe that one student counted as an official dropout should have been excluded as part of the statewide record exclusion system. I have reason to believe that this student has been enrolled at the transfer district since the beginning of the school year even though a request for records was not received until February.

Sincerely,

J. Q. Educator
Superintendent of Schools

How An Appeal Will Be Processed by the Agency

Once an appeal is received by the commissioner, a standard process for reviewing the information will be followed. This process is detailed below:

- The commissioner of education receives an appeal, prepared under signature of the district superintendent.
- The commissioner forwards the appeal to the appropriate office for review. Once the research is complete, a recommendation is prepared for the commissioner.
  - If the appeal is for a rating determined using standard procedures, then the appeal is referred to the Office of Accountability Reporting and Research.

    The Office of Accountability Reporting and Research coordinates any research necessary to evaluate the claims in the appeal. **In the case of TAAS and dropout appeals, the Texas Education Agency examines all relevant data, not just the results for the students specifically named in the correspondence.**
  - If the appeal is for a campus rating assigned through the optional procedures for alternative education schools, then the appeal is referred to the Office of Quality, Compliance, and Accountability Reviews.

    The Office of Quality, Compliance, and Accountability Reviews coordinates any research necessary to evaluate the claims in the appeal. **The Texas Education Agency may examine all relevant data, not just the results for the students specifically named in the correspondence.**
- The commissioner examines the appeal, supporting documentation, agency research, and staff recommendation.
- The commissioner makes a final decision regarding the appeal.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. This notification does not constitute an additional opportunity to appeal further.
- If an appeal is granted, only the rating label is changed. Data are never modified as a result of a granted appeal.

Section VIII – System Safeguards

The Texas Education Agency conducts procedures to ensure that student performance on the TAAS is properly measured and that dropouts are accurately counted. Data used to rate districts and campuses undergo routine screening before and after the release of the accountability ratings. These safeguards have been designed to validate data integrity.

Ratings Impact

Serious Data Problems

If data problems of sufficient magnitude to raise questions about the validity of any accountability ratings are uncovered, then the agency will take one or more of the following steps after consulting with the district:

- Attempts will be made to rectify the data problems within the accountability calendar.
- If the problem pertains to TAAS data, ratings may be determined using TAAS results for "all students tested," instead of the October subset results.
- Serious, systematic data quality problems may result in the *Suspended: Data Inquiry* rating being assigned.

Rating Changes

TEA reserves the right to change ratings after the ratings release date if problems in the data used to determine accountability ratings are subsequently discovered. However, this is not the only action available to the commissioner as a response.

Analyses Undertaken Prior to Release of Accountability Ratings

Analyses to examine data reasonableness are undertaken prior to applying rating criteria. The Texas Education Agency analyzes current year accountability information for internal consistency. In addition, the test contractor for the student assessment program notifies TEA of potential data problems for a school district.

TAAS / PEIMS Consistency

Prior to reporting TAAS results after the spring administration, the test contractor for the student assessment program assists in detecting discrepancies between PEIMS and TAAS data submitted by districts. Districts with significant discrepancies may be contacted by TEA.

For the spring test administration, after TAAS answer sheets are processed, analyses determine whether:

- There were students reported in PEIMS in the tested grades, but no answer sheets were received for those grades.
- There were answer documents submitted for a grade / campus, but no enrollment data were reported in PEIMS.

Slight differences in enrollment and answer sheets do not result in notification.

Incomplete Results

TAAS results are examined by TEA to determine that mathematics and reading results are reported for each grade tested and that writing results are provided for grades 4, 8, and 10. Missing or unexpected results are investigated.

Schools with Dropout Rates Only

Schools that have no TAAS test takers, but have at least 10 dropouts reported are identified. Districts are contacted in writing to request a description of the program(s) operated on the campus or campuses, an explanation of the reported dropout counts, and a description of the district's criteria for attributing dropouts to campuses within the district. Inappropriate reporting of dropouts may result in accountability rating consequences for the district.

Questions

Inquiries concerning the analyses conducted prior to release of the ratings should be directed to the Texas Education Agency Office of Accountability Reporting and Research.

Analyses Undertaken After Release of Accountability Ratings

Percent of Test Takers Included in Accountability Evaluation

The percentage of answer documents which are used to determine the accountability rating of a district or campus will be analyzed. An inquiry may be conducted if the percentage of students included in the accountability evaluation significantly differs from expectations. [The percents of students tested and included in the accountability evaluation, tested but excluded from accountability evaluation for policy reasons, and not tested (exempt, absent, or other) are reported in AEIS.]

Audits of Non-Tested Students

As a complement to the determination of the percentage of students tested on TAAS, the number and type of non-scored answer sheets are analyzed further after the release of the ratings. Excessive absences or exemptions can compromise assessment results for accountability purposes.

EXCESSIVE ABSENCES

- **ANNUAL RATES.** This process compares the percent of students coded as "absent" on each of the TAAS tests to the attendance rate for that campus during the six-week reporting period in which the assessment was conducted. Schools with excessively high absenteeism during the testing may be identified for an accountability inquiry.
- **EXEMPTION TRENDS.** This process compares TAAS exemption rates for absences over time to pinpoint unusual trends from year-to-year. If the change in rates is unexpected, the campus may be identified for an accountability inquiry.

EXCESSIVE LEP EXEMPTIONS

- **ANNUAL RATES.** This process compares the number of students coded as LEP-exempt from the TAAS to the number of students actually receiving bilingual or ESL services. If the number exempted for any of the TAAS tests administered is greater than the number of students served in bilingual or ESL programs, the campus may be identified for an accountability inquiry.
- **EXEMPTION TRENDS.** This process compares TAAS exemption rates for LEP students over time to pinpoint unusual trends from year-to-year. If the change in rates is unexpected, the campus may be identified for an accountability inquiry.

EXCESSIVE ARD EXEMPTIONS

There are testing options for students served in special education. To generalize in reading, writing, and mathematics, special education students in grades 3 – 8 either test on the TAAS if they are being instructed in the Texas Essential Knowledge and Skills (TEKS — the state mandated curriculum) on grade level; test on the State-Developed Alternative Assessment (SDAA) if they are being instructed in the TEKS, but not on grade level, or are exempted from the SDAA. For social studies and science in grade 8, they either take the TAAS test or are exempt. Special education students in grade 10 either test on exit-level TAAS, or are exempt. Local Admission, Review, and Dismissal (ARD) committees make the decisions regarding the appropriate testing options.

- **CONSISTENCY ANALYSIS.** This process compares the number of special education students in grades 3 – 8 exempted from the State-Developed Alternative Assessment (SDAA), plus the number in grade 10 exempted from the TAAS, to the number of students receiving special education services. If the number exempted is greater than the number of students served in special education programs, the campus may be identified for an accountability inquiry.

- **DISTRICT ANNUAL EXEMPTION RATES.** This process compares the number of special education students in grades 3 – 8 exempted from the State-Developed Alternative Assessment (SDAA), plus the number in grade 10 exempted from the TAAS, to the number of total students in the district. Section 39.027 of the *Texas Education Code* requires a process for reviewing this annual rate against specific thresholds, which depend on district size.

    - If average daily attendance (ADA) is 1,600 or higher, then the threshold is five percent.
    - If ADA is at least 190, but less than 1,600, then the threshold is ten percent.
    - If ADA is less than 190, then the threshold is the greater of 10 percent or five students.

  Districts with exemption rates exceeding this threshold will be reviewed. This analysis contributes to the determination of the annual district Special Education Compliance Status.

- **EXEMPTION TRENDS.** This process compares exemption rates for special education students over time to pinpoint unusual trends from year-to-year. If the change in rates is unexpected, the campus may be identified for an accountability inquiry.

- **TRENDS BY STUDENT GROUP.** This process compares exemption rates for special education students, disaggregated by ethnicity, to enrollment for that ethnic group. If any student group appears over-represented, the campus may be identified for an accountability inquiry.

Audits of Non-Tested Students *(cont.)*

EXCESSIVE CODING AS "OTHER"

"Other" is a "do not score" code used for highly unusual circumstances such as illness during the testing or test administration irregularities. This process examines the percent of students coded as "other" during the administration of any of the TAAS tests. Campuses which have an unusually high percentage of eligible test takers with test documents coded as "other" may be identified for an accountability inquiry. Exit-level answer documents are excluded for students:

- verified to have fulfilled the testing requirement for graduation by passing end-of-course examination;.
- exercising the foreign exchange student waiver; and
- using the one-year postponement option for limited English-proficient students.

Leaver Data Audits

School leaver data are further examined after the release of the ratings. A variety of analyses will be undertaken to verify the accuracy of leaver data, including, but not limited to:

(1) examining circumstances when zero dropouts are reported for a district or campus;

(2) compare use of certain leaver codes, for example, withdrawal to enroll in another Texas public school, to other data sources;

(3) comparing district patterns in use of leaver reason codes to state or regional norms;

(4) examining longitudinal patterns of dropout rates when there has been a precipitous rise or decline in a single year.

Leaver data audits examine data for "all students" and each student group (African American, Hispanic, White, and Economically Disadvantaged). If significant discrepancies are identified, an inquiry is initiated with the reporting district. Random sampling for accuracy may be used in some of these analyses.

In addition, TEA may identify districts with significant numbers or percents of under-reported students and conduct a data quality investigation. Triggers for such investigations may be set lower than the thresholds used for preventing a district from receiving the *Exemplary* or *Recognized* rating. (See *Section III, 2001 Accountability Rating Criteria and Standards.*) However, those districts exceeding those thresholds specified in Section III can assume they will be investigated. Both the leaver data reported and district information concerning the under-reported students can be tested for accuracy.

Data Quality Desk Audits

Districts receiving site visits for data quality issues in the prior year will automatically be subject to a desk audit of current year data to determine whether continued problems likely exist. If it is determined that data quality could still be an issue in the current year, the agency will initiate its standard inquiry procedures with the district. Those procedures are detailed in this section.

Questions

Inquiries concerning the analyses described in this subsection should be directed to the Texas Education Agency Office of Quality, Compliance, and Accountability Reviews.

Audit Procedures

For all the audits undertaken after the release of the accountability ratings, the following apply:

- The parameters which trigger an inquiry are set after examining statewide distributions of the data, if possible. They are set at levels to identify only districts or campuses significantly "out of range" compared to other districts or campuses in the state.
- The criteria are adjusted as needed for alternative education school settings.
- If an audit raises cause for concern, it is communicated quickly to the school district.

For accountability purposes, the following procedures will be followed to determine whether those districts or campuses with unusual audit results have a valid and appropriate reason for the anomalies evident from the auditing process.

Inquiry Level 1

A telephone inquiry from the Department of Quality, Compliance, and Accountability Reviews will be placed, and the results of the phone conference will be documented and filed in the district accreditation file.

Inquiry Level 2

If the results of the telephone inquiry are insufficient to indicate a clear and valid reason for the audit exception, a letter of notification to the principal of the campus, with a copy to the superintendent (for a campus inquiry), or a letter to the superintendent (for a district inquiry), will be issued requesting a written explanation of the irregularities that have been observed. A copy of the letter of notification will be filed in the district accreditation

Inquiry Level 2 *(cont.)*

file in the Department of Quality, Compliance, and Accountability Reviews. If resolution is reached at this level, a letter from the agency will be provided to the principal with a copy to the superintendent stating that the inquiry was satisfactorily resolved.

Inquiry Level 3

When a telephone conference and a letter of inquiry are not sufficient to resolve the questions pertaining to the audit results, a team of professional staff members from the Department of Quality, Compliance, and Accountability Reviews will conduct an on-site review and make recommendations for corrective actions and / or sanctions. A written summary of the findings of the on-site review and recommendations from the agency will be provided to the appropriate school administrator(s) and will be filed in the district accreditation file.

Accreditation Investigations

On-site Investigations

Texas Education Code §39.074 permits accountability ratings to be raised or lowered as a result of on-site investigations. These visits are scheduled for a variety of purposes. They may be scheduled for.

- campuses and districts with ratings of *Low-performing / Academically Unacceptable*, or *Suspended: Data Inquiry*;
- districts identified through agency-initiated analyses such as response to complaints, compliance monitoring procedures, or problems related to testing, finances, or administrative management. (See *Special Accreditation Investigations* in this section); or
- districts identified through data inquiry analyses. A district may be identified as a result of any of the Systems Safeguards analyses described in this section of the *Manual*. Scheduling an on-site investigation is not the first step in the process, but it is one of the agency's options.

If the investigative team determines that a change in the accountability rating should be considered, the commissioner reviews the relevant performance data and site-visit reports and makes a decision regarding the proposed rating change. If the commissioner determines that a change in rating is appropriate, the district is notified in writing.

In lieu of, or in addition to a rating change, the commissioner may choose to apply sanctions considered appropriate to remedying the findings of the investigation. *Texas Education Code* §39.131 in *Section XV, Appendix A* details the statutorily authorized sanctions. The following subsections address the TEA use of interventions and sanctions.

State Interventions and Sanctions

The following description of events should be used in conjunction with Table 4: *Flow Chart Illustrating Procedures Followed Prior to the Application of Sanctions and/or Lowered Ratings.* However, two important caveats must be considered:

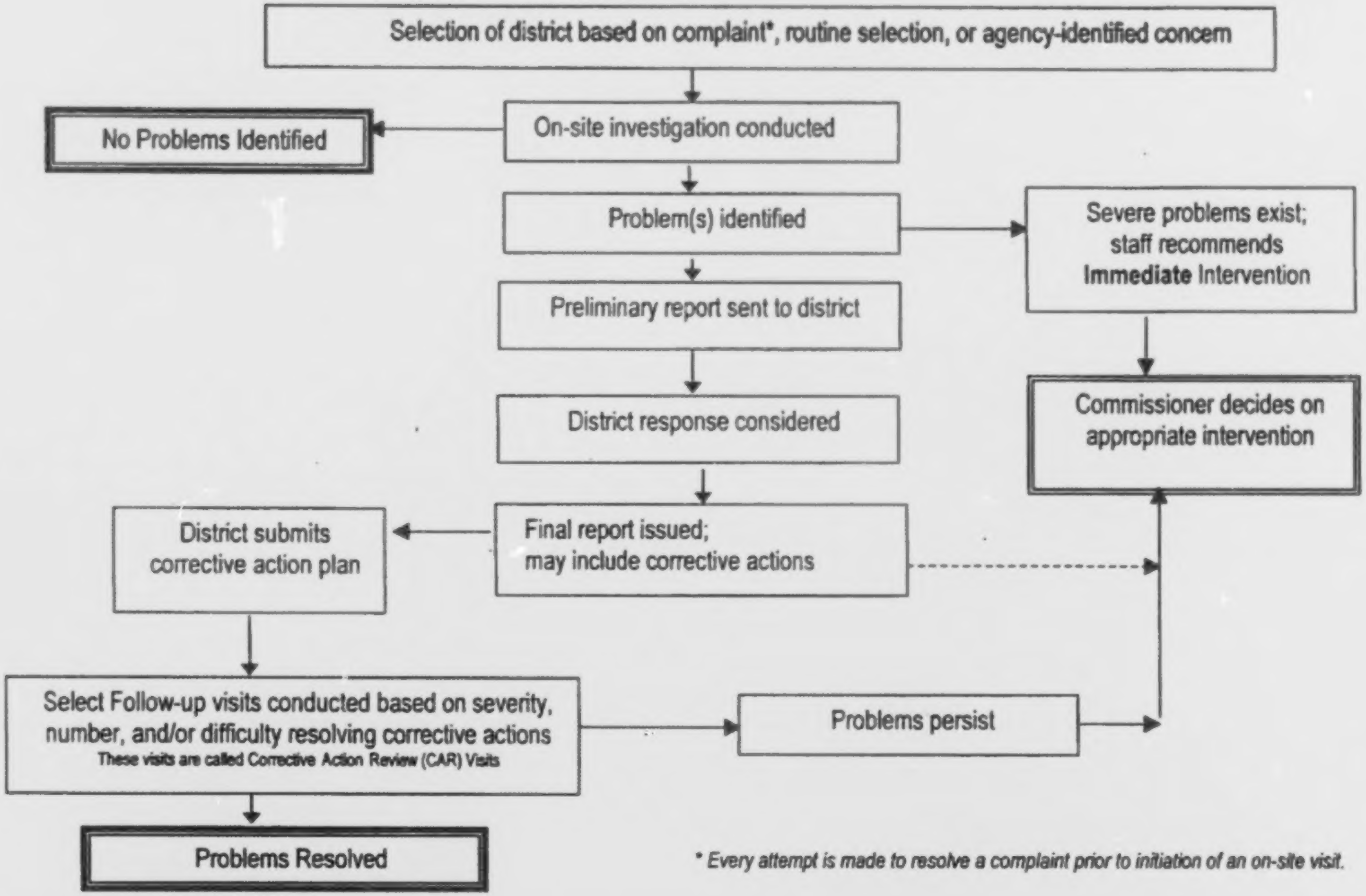
1. time lines may be modified when specific circumstances warrant such and both the local education agency (LEA) and the agency are in agreement with the modification and
2. flexibility is provided to the commissioner of education, as indicated in statute, so that any of the following actions may be taken to the extent desired.

Sanction determinations can depend on the severity and/or number of deficiencies documented and the number of students affected at any time during the process of investigation.

Standard Investigation Procedures

- An on-site visit is scheduled to determine any deficiencies based on a pattern of complaints, a routine selection, or an agency-identified concern. Note: Every attempt is made to resolve a complaint prior to initiation of an on-site visit.
- A written preliminary report of findings is sent from the Texas Education Agency to the LEA. The LEA's response is considered prior to issuing a final report, which may include corrective actions. The final report is subject to public release.
- In the case of severe problems identified on site, the commissioner may intervene immediately.
- Corrective actions contained in the written report are to be addressed by the LEA. Written evidence of the completed corrective actions should be provided to the agency within 45 calendar days of the date of release of the agency report.
- Agency review of the evidence of corrective actions will be completed, and a response will be sent to the LEA. The response should notify the LEA of acceptance and closure of the file; conditional acceptance with specific contingencies and time lines for items in dispute; or denial and notification of the next level of interventions and/or sanctions.
- If one of the reasons for the visit was related to special education, the findings and the LEA's response will be considered in the annual assignment of the district Special Education Compliance Status.

Table 4: Flow Chart Illustrating Procedures Followed Prior to The Application of Sanctions and/or Lowered Ratings


Selection of district based on complaint*, routine selection, or agency-identified concern
On-site investigation conducted
No Problems Identified
Problem(s) identified
Severe problems exist; staff recommends **Immediate** Intervention
Preliminary report sent to district
Commissioner decides on appropriate intervention
District response considered
Final report issued; may include corrective actions
District submits corrective action plan
Select Follow-up visits conducted based on severity, number, and/or difficulty resolving corrective actions
These visits are called Corrective Action Review (CAR) Visits
Problems persist
Problems Resolved

** Every attempt is made to resolve a complaint prior to initiation of an on-site visit.*

Special Accreditation Investigations

Overview

The commissioner, using the authority granted in *Texas Education Code* §39.075 and §39.131, may conduct a special accreditation investigation (SAI) to examine situations identified through complaints, low performance ratings, and / or agency-initiated analyses. Problems in governance, finances, testing practice, data quality, special education, compliance with federal regulation, and administrative management are among the reasons such an investigation can be initiated. Seldom are two situations alike, and occasionally districts are faced with more than one area of deficiency. The on-site visiting team submits a written report following an investigative visit. That report serves as the basis for initiating recommendations that are submitted through agency administrators to the commissioner of education.

Commissioner Options

If the results of a special accreditation investigation indicate that state sanctions should be taken, the commissioner has three options:

- levy appropriate accreditation sanctions,
- lower the district's accountability rating, or
- exercise both options.

The commissioner may impose any of the sanctions listed in *Texas Education Code* §39.131 if it is determined that such action is necessary to improve any area of a district's performance, including the district's financial accounting practices.

Accreditation Sanctions

Table 5 illustrates accreditation sanctions as they apply to *Academically Unacceptable* districts. Table 6 provides the same information for *Low-performing* campuses.

Rating Consequences

If the decision is to change the district rating to *Academically Unacceptable: SAI*, then that rating will remain in effect until the commissioner sees that significant progress is being made in the problem areas. Therefore, a district rating based on standard evaluation of base indicators will not be awarded until the commissioner lifts the *Academically Unacceptable: SAI* rating.

Table 5: Framework for Multiyear State Interventions and Sanctions for *Academically Unacceptable* Districts

		1st Year: – Academically *Unacceptable* Rating	2nd Consecutive Year – *Academically Unacceptable* Rating	3rd Consecutive Year – *Academically Unacceptable* Rating	4th Consecutive Year – *Academically Unacceptable* Rating
Automatic Sanctions and Interventions		Issue of Public Notice Public Hearing by Board Plan Submitted for State Review On Site Peer Review *	Issue of Public Notice Public Hearing by Board Plan Submitted for State Review On Site Peer Review	Issue of Public Notice Public Hearing by Board On Site Peer Review Plan Submitted for State Review Hearing Before the Commissioner	Issue of Public Notice Public Hearing by Board On Site Peer Review Plan Submitted for State Review Hearing Before the Commissioner
State Interventions and Sanctions Following State Review of Progress Level	I	On-site Peer Review	Hearing Before Commissioner or Designee	Assignment of a Monitor	Assignment of a Master
	II	Required ESC Support †	Assignment of a Monitor	Assignment of a Master	Appointment of a Management Team
	III	Hearing Before Commissioner or Designee	Assignment of a Master	Appointment of a Management Team	Appointment of a Board of Managers
	IV	Assignment of a Monitor	Appointment of a Management Team	Appointment of a Board of Managers	Plan for Annexation
	V	Assignment of a Master	Plan for Annexation	Plan for Annexation	Implement Annexation

† Optional, not in state statute.

* If 1st Year *Academically Unacceptable* for **DROPOUT ONLY**, then Desk Audit Review.

NOTE: *At any time the commissioner may combine sanctions.*

Table 6: Framework for Multiyear State Interventions and Sanctions for *Low-performing* Campuses

		1st Year – *Low-performing Rating*	2nd Consecutive Year – *Low-performing Rating*	3rd Consecutive Year – *Low-performing Rating*	4th Consecutive Year – *Low-performing Rating*
Automatic Sanctions and Interventions		Issue of Public Notice Public Hearing by Board Plan Submitted for State Review On Site Peer Review *	Issue of Public Notice Public Hearing by Board Plan Submitted for State Review On Site Peer Review	Issue of Public Notice Public Hearing by Board Plan Submitted for State Review On Site Peer Review	Issue of Public Notice Public Hearing by Board Plan Submitted for State Review On Site Peer Review
State Interventions and Sanctions Following State Review of Progress Level	I	No State Intervention On-sitePeer Review	Required ESC Support †	Assignment of Intervention Team	Assignment of Intervention Team
	II	Required ESC Support †	Assignment of Intervention Team	Appointment of a Board of Managers	Hearing Before Commissioner or Designee
	III	Hearing Before Commissioner or Designee	Hearing Before Commissioner or Designee	Plan for Closure of the Campus	Appointment of a Board of Managers
	IV	Assignment of Intervention Team	Appointment of a Board of Managers	Hearing Before Commissioner or Designee	Plan for Closure of the Campus
	V				Campus Closure Implemented

† Optional, not in state statute.

* If 1st Year *Academically Unacceptable* for DROPOUT ONLY, then Desk Audit Review.

Section IX – Using the 2001 Accountability Data Tables

This section is included to help educators determine their accountability status by using the data tables provided to districts by the Texas Education Agency and the test contractor for the student assessment program. Both the accountability and additional indicator data tables will look different in 2001; they have been reoriented to accommodate the changes in base and additional indicators.

Local Use

Superintendents receive accountability data tables for the district and all rated campuses twice over the rating cycle. Prior to the August release date, partial data tables are transmitted from both TEA and the testing contractor.

- In mid-June, TEA sends to each district and campus a partial data table containing the dropout rates, attendance rates, college admissions test results, TAAS / TASP equivalency, and Recommended High School Program participation results to be used in the accountability system. This table is labeled "Part I."
- The test contractor sends district and campus TAAS results for the accountability subset of test takers, summed across all grades tested, for reading, writing, and mathematics. This data table, labeled "Part II," is transmitted in mid-June for traditional calendar schools, or early August for year-round calendar schools.

Recall that any district or school that serves grade 10 and has students who have met the testing requirement for graduation by passing end-of-course (EOC) examinations can receive credit for those students in their accountability testing results. The Part II data table will include the number of these students, if any, credited to the school or district. Thus, the TAAS passing percents contained in the data tables for those schools and districts will reflect the combination of TAAS test takers as well as the students for whom EOC credit is awarded.

Using these data and the *2001 Accountability Manual*, ratings and acknowledgments other than those based on Comparable Improvement can be locally determined in advance of the TEA ratings release. When ratings and acknowledgments are released by the agency, a complete data table combining the elements of Parts I and II for each district and campus is transmitted to districts for their use.

Local Use
(cont.)

Educators are encouraged to use these data tables in local planning efforts. **Note that accountability data tables may be confidential because no small numbers have been masked in order to permit districts and campuses to calculate accurate rates.** Typically in other TEA publications and reports, counts less than five are masked to protect student identities. Districts and campuses should consider student confidentiality implications before releasing the data tables publicly. TEA does not release accountability data tables with unmasked numbers to the public. Masked data tables will be posted to the TEA website in August.

2001 Accountability Ratings Data Tables

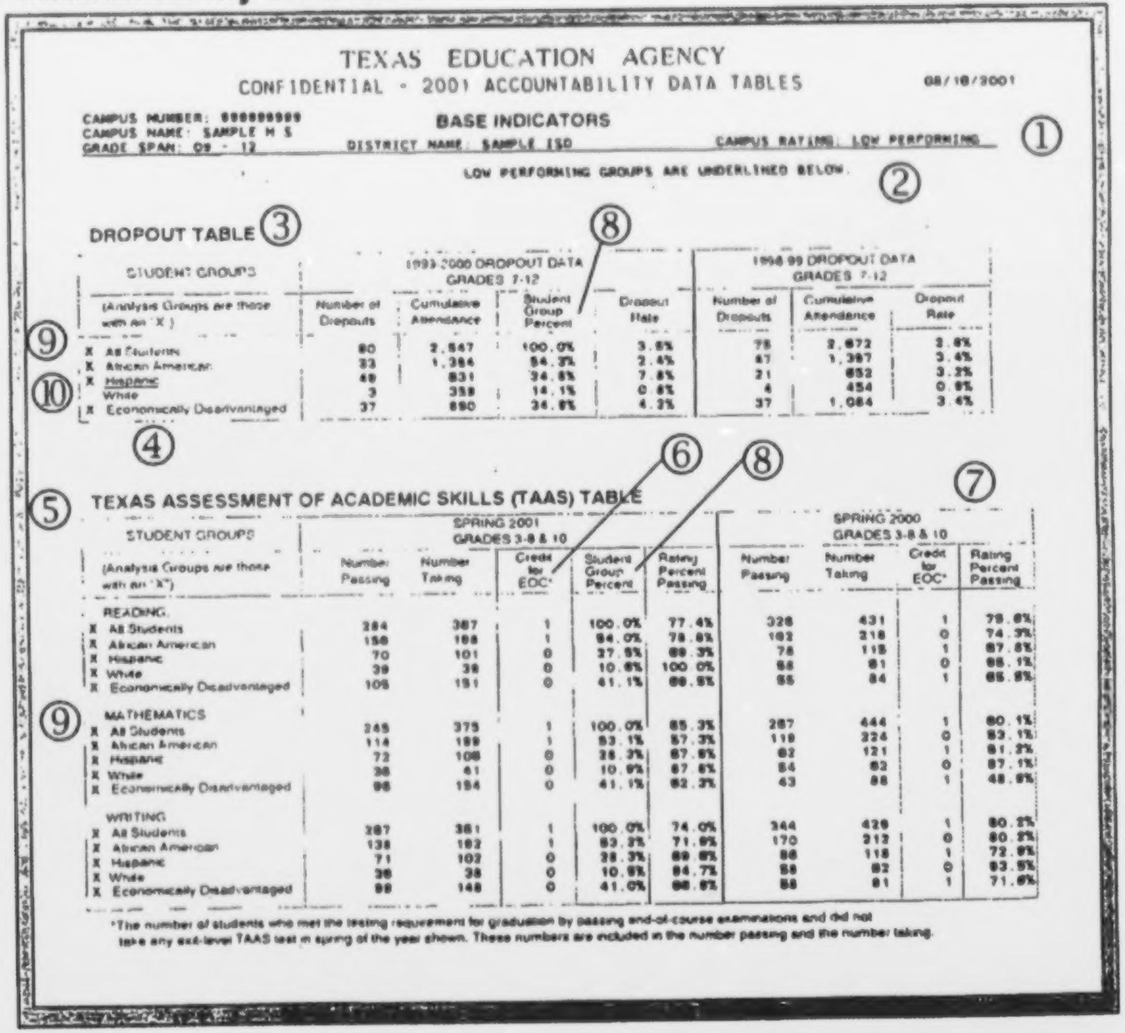
This section is designed to help readers interpret the information contained in the data tables. A sample 2001 campus accountability data table for Base Indicators is provided on page 95 to illustrate the types of information provided. The sample illustrates a hypothetical *Low-performing* campus and has been designed to maximize illustration of the information which can be provided on the tables.

① ACCOUNTABILITY RATING: The complete data table transmitted on the ratings release date will provide the district or campus rating as appropriate. Partial data tables (Parts I and II) transmitted before the August release date do not include an accountability rating.

- Possible ratings for **districts** are:
  - *Exemplary, Recognized, Academically Acceptable, Academically Unacceptable,*
  - *Charter,*
  - *Academically Unacceptable: Special Accreditation Investigation,* and *Suspended: Data Inquiry.*
- Possible ratings for **campuses** are:
  - *Exemplary, Recognized, Acceptable, Low-performing,*
  - *Not Rated: PreK/K, Not Rated: Charter, Not Rated: Data Quality,*
  - *Alternative Education: Commended, Alternative Education: Acceptable, Alternative Education: Needs Peer Review, Alternative Education: Not Rated,* and
  - *Suspended: Data Inquiry.*

The *Suspended: Data Inquiry* ratings are temporary and can be issued in the event of a significant data problem or investigation. However, that situation is expected to be rare.

Sample 2001 Accountability Data Table



TEXAS EDUCATION AGENCY
CONFIDENTIAL - 2001 ACCOUNTABILITY DATA TABLES 08/10/2001

BASE INDICATORS

CAMPUS NUMBER: 999999999
CAMPUS NAME: SAMPLE H S
GRADE SPAN: 09 - 12
DISTRICT NAME: SAMPLE ISD
CAMPUS RATING: LOW PERFORMING ①

LOW PERFORMING GROUPS ARE UNDERLINED BELOW. ②

DROPOUT TABLE ③

STUDENT GROUPS (Analysis Groups are those with an "X") ⑨	1999-2000 DROPOUT DATA GRADES 7-12 Number of Dropouts	Cumulative Attendance	Student Group Percent ⑧	Dropout Rate	1998-99 DROPOUT DATA GRADES 7-12 Number of Dropouts	Cumulative Attendance	Dropout Rate
X All Students	80	2,547	100.0%	3.1%	75	2,872	2.6%
X African American	33	1,384	54.3%	2.4%	47	1,387	3.4%
X Hispanic ⑩	48	831	32.6%	5.8%	21	652	3.2%
White	3	358	14.1%	0.8%	4	454	0.9%
X Economically Disadvantaged	37	890	34.9%	4.2%	37	1,084	3.4%

④

⑤ **TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TABLE** ⑥ ⑧ ⑦

STUDENT GROUPS (Analysis Groups are those with an "X")	SPRING 2001 GRADES 3-8 & 10 Number Passing	Number Taking	Credit for EOC*	Student Group Percent	Rating Percent Passing	SPRING 2000 GRADES 3-8 & 10 Number Passing	Number Taking	Credit for EOC*	Rating Percent Passing
READING									
X All Students	284	367	1	100.0%	77.4%	328	431	1	76.1%
X African American	156	198	1	54.0%	78.8%	162	218	0	74.3%
X Hispanic	70	101	0	27.5%	69.3%	78	115	1	67.8%
X White	39	39	0	10.6%	100.0%	58	61	0	95.1%
X Economically Disadvantaged	105	151	0	41.1%	69.5%	55	84	1	65.5%
⑨ MATHEMATICS									
X All Students	245	375	1	100.0%	65.3%	267	444	1	60.1%
X African American	114	199	1	53.1%	57.3%	119	224	0	53.1%
X Hispanic	72	106	0	28.3%	67.9%	62	121	1	51.2%
X White	36	41	0	10.9%	87.8%	54	62	0	87.1%
X Economically Disadvantaged	96	154	0	41.1%	62.3%	43	88	1	48.9%
WRITING									
X All Students	282	381	1	100.0%	74.0%	344	429	1	80.2%
X African American	138	192	1	50.4%	71.9%	170	212	0	80.2%
X Hispanic	71	102	0	26.8%	69.6%	86	118	1	72.9%
X White	36	38	0	10.0%	94.7%	58	62	0	93.5%
X Economically Disadvantaged	99	148	0	41.0%	66.9%	58	81	1	71.6%

*The number of students who met the testing requirement for graduation by passing end-of-course examinations and did not take any exit-level TAAS test in spring of the year shown. These numbers are included in the number passing and the number taking.

BEST COPY AVAILABLE

Rating Data Table *(cont.)*

② **EXPLANATION OF RATING:** Any information appropriate to the determination of the rating is provided on the complete data tables. When the rating is *Academically Unacceptable / Low-performing*, the performance indicators responsible for the rating are underlined. For other ratings, special notes or comments are provided as appropriate. Partial data tables (Parts I and II) transmitted before the August release date do not include this information. The possible messages on the complete data tables are:

- LOW-PERFORMING GROUPS ARE UNDERLINED BELOW.
- (SPECIAL ANALYSIS USED.)
- THE SINGLE STUDENT GROUP DROPOUT WAIVER HAS BEEN APPLIED, NOTED WITH 'W' BELOW.
- RATING DUE TO DISTRICT HAVING ONE OR MORE LOW-PERFORMING SCHOOLS. *(district only)*
- RATING DUE TO DISTRICT EXCEEDING THRESHOLD FOR UNDER-REPORTED STUDENTS. *(district only)*

If an appeal for a district or school has been granted prior to the ratings release date, then a message like the ones below will be printed on the complete data table. If an appeal is granted after the ratings release, such a message will be included on the data table accessible through the Texas Education Agency's website.

- THIS DISTRICT / SCHOOL WAS GRANTED A DROPOUT APPEAL. THE DROPOUT DATA HAVE NOT BEEN MODIFIED.
- THIS DISTRICT / SCHOOL WAS GRANTED A TAAS APPEAL. THE TAAS DATA HAVE NOT BEEN MODIFIED.

③ **DROPOUT DATA:** The number of dropouts, cumulative attendance in grades 7 – 12, student group percent, and dropout rates for 1999-2000 and 1998-99 are provided.

SINGLE STUDENT GROUP DROPOUT WAIVER: For any dropout rate to which the Single Student Group Dropout Waiver is applied, a "w" is printed to the left of the student group label. This information is provided on the complete data table only. (See Section III, *2001 Accountability Rating Standards and Criteria* for details on this waiver.)

Rating Data Table *(cont.)*

④ **DROPOUT TABLE NOTES:** If a school has no attendance in grades 7 – 12 or, if a school has attendance in those grades but minimum size requirements are not met, then a message is printed below the dropout table indicating that dropout data are not relevant in determining the rating. The message texts are:

- DROPOUT DATA NOT EVALUATED FOR YOUR ACCOUNTABILITY STATUS DUE TO GRADE SPAN OR NO DATA.
- DROPOUT DATA NOT EVALUATED FOR YOUR ACCOUNTABILITY STATUS DUE TO SMALL NUMBERS.

⑤ **TAAS PERFORMANCE:** The numerator, denominator, and calculated passing rates, summed for the grades tested at the school or district, are provided for 2000-2001 and 1999-2000. This information is derived from spring 2001 and spring 2000 TAAS testing.

⑥ **CREDIT FOR EOC: MET GRADUATION REQUIREMENT VIA END-OF-COURSE EXAMINATIONS:** The count of grade 10 students who were not tested on TAAS but for which the district or high school campus receives credit because of meeting the testing requirement for graduation via end-of-course tests is printed on the data tables. This count is already reflected in both the number passing and the number tested on TAAS, but is provided here separately for information purposes.

⑦ **TAAS TABLE NOTES:** Special circumstances will trigger one of the following messages:

- SMALL NUMBERS OF TEST TAKERS PLACED YOUR SCHOOL IN SPECIAL ANALYSIS. [printed above the TAAS section]
- THIS SCHOOL IS PAIRED WITH <*name of pairing partner*>. [printed above the TAAS section]

The first is provided on the complete data tables only, while the second appears on both the partial (Part II) and complete data tables.

⑧ **STUDENT GROUP PERCENT:** For both TAAS results and dropout rates, the percent of the total represented by any group is calculated to assist in determining if minimum size requirements have been met. For TAAS, the calculation is based on the number of test takers; for dropout rates, it is based on cumulative attendance. (See *Section III, 2001 Accountability Rating Standards and Criteria* for details meeting minimum size requirements.)

⑨ **ANALYSIS GROUP MARKER:** TAAS results are always evaluated for "all students," but dropout rates for "all students" and each student group, and TAAS results for each student group, are evaluated only when minimum size requirements are met. An "X" to the left of the group label indicates that performance results for that group are used to determine the accountability rating. If no "X" is printed, then the size minimum was not met and performance results for that group are not used to determine the accountability rating. These markers are provided on the complete data table only. (See *Section III, 2001 Accountability Rating Standards and Criteria* for details on meeting minimum size requirements.)

⑩ **LOW-PERFORMING HIGHLIGHT:** The group label for any indicator which causes a district to be rated *Academically Unacceptable*, or a campus to be rated *Low-performing*, is underlined. This highlight is provided on the complete data table only.

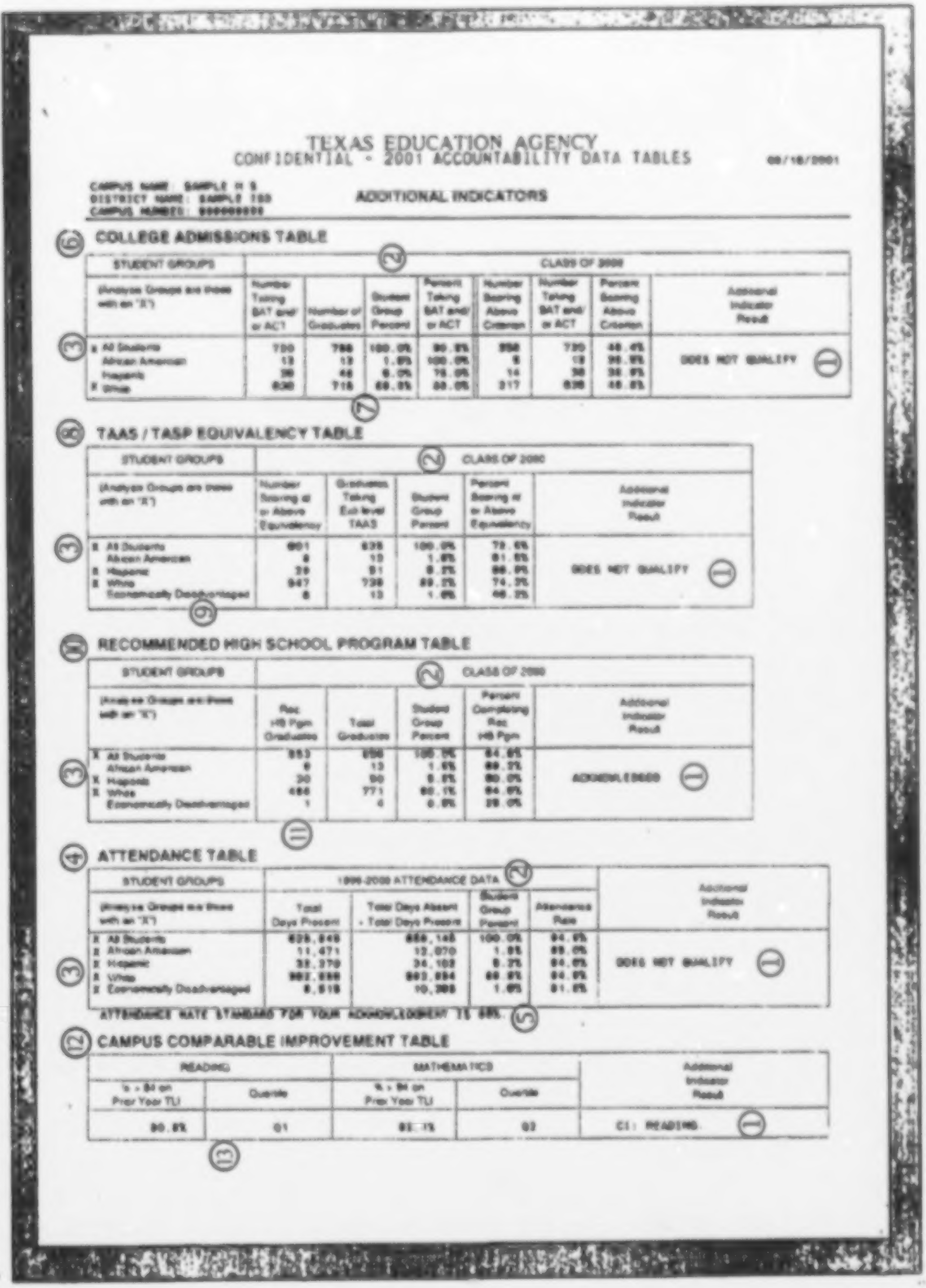
2001 Additional Indicators for Acknowledgment

A sample data table for the Additional Indicators is provided on page 99. The indicators illustrated are attendance rate, college admissions testing results, TAAS/TASP Equivalency, participation in the State Board of Education's Recommended High School Program, and Comparable Improvement. (See *Section IV, 2001 Acknowledgments and Recognitions* for definitions and calculation details.)

① **ACKNOWLEDGMENT:** The complete data table transmitted on the ratings release date provides the acknowledgment status for each indicator. This information does not appear on the partial data table (Part I) provided before August 16. Possible district acknowledgments are: *Acknowledged*, *Does Not Qualify*, *Not Applicable*, and *Not Eligible*. Possible campus acknowledgments are: *Acknowledged*, *Does Not Qualify*, *Not Applicable*, *Not Eligible*, *Alternative Education*, and *Not Rated*.

② **STUDENT GROUP PERCENT:** For attendance rate, college admissions results, TAAS / TASP Equivalency, and Participation in the SBOE's Recommended High School Program, the percent of the total represented by any group is calculated to assist in determining if minimum size requirements have been met.

Sample 2001 Additional Indicator Data Table



TEXAS EDUCATION AGENCY
CONFIDENTIAL - 2001 ACCOUNTABILITY DATA TABLES

ADDITIONAL INDICATORS

⑥ COLLEGE ADMISSIONS TABLE

STUDENT GROUPS — CLASS OF 2000 — DOES NOT QUALIFY ①

⑧ TAAS / TASP EQUIVALENCY TABLE

STUDENT GROUPS — CLASS OF 2000 — DOES NOT QUALIFY ①

⑩ RECOMMENDED HIGH SCHOOL PROGRAM TABLE

STUDENT GROUPS — CLASS OF 2000 — ACKNOWLEDGED ①

④ ATTENDANCE TABLE

STUDENT GROUPS — 1999-2000 ATTENDANCE DATA — DOES NOT QUALIFY ①

⑫ CAMPUS COMPARABLE IMPROVEMENT TABLE

READING — MATHEMATICS — Additional Indicator Result — CI: READING ①

Additional Indicator Table
(cont.)

③ **ANALYSIS GROUP MARKER:** The attendance rate, college admissions results, TAAS/TASP Equivalency, and Participation in the Recommended High School Program are always evaluated for "all students," but is evaluated for each student group only if minimum size requirements are met. An "X" to the left of the group label indicates performance results for that group are used to determine the acknowledgment. If no "X" is printed, then the size minimum was not met and performance results for that group are not used to determine the acknowledgment. These markers are only provided on the complete data tables.

④ **ATTENDANCE DATA:** The numerator, denominator, and calculated attendance rate for grades 1 – 12 are provided. This information is derived from 1999-2000 PEIMS Submission 3. (See *Section IV, 2001 Acknowledgments and Recognition* for details on the calculation.)

⑤ **ATTENDANCE RATE TABLE NOTES:** The standard against which the school or district is evaluated is noted on the table. The text of the message is:

- ATTENDANCE RATE STANDARD FOR YOUR ACKNOWLEDGMENT IS 95.0%.
- ATTENDANCE RATE STANDARD FOR YOUR ACKNOWLEDGMENT IS 96.0%. or
- ATTENDANCE RATE STANDARD FOR YOUR ACKNOWLEDGMENT IS 97.0%.

⑥ **COLLEGE ADMISSIONS TEST DATA:** Information needed to evaluate the college admissions test indicator is provided for the class of 2000. That information includes: the number in the class taking college admissions tests (SAT I and/or ACT), total number of non-special education graduates, the percent taking college admissions tests, the number of examinees scoring at or above the specified criterion score, and the percent of examinees scoring at or above the criterion.

⑦ **COLLEGE ADMISSIONS TABLE NOTES:** If a school has no graduates then a message indicates that there are no data with which to determine the additional acknowledgment. The text of the message is:

- COLLEGE ADMISSIONS DATA NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO GRADE SPAN.

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⑧ **TAAS / TASP EQUIVALENCY:** Information needed to evaluate the TAAS / TASP equivalency indicator is provided for the class of 2000. That information includes: the number of first-time tested graduates matched to their exit-level TAAS results, the number meeting the TAAS / TASP equivalency criteria, and the percent meeting those criteria.

Additional Indicator Table *(cont.)*

⑨ **TAAS / TASP TABLE NOTES:** If a school has no graduates then a message indicates that there are no data with which to determine the additional acknowledgment. The text of the message is:

- TAAS/TASP EQUIVALENCY IS NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO GRADE SPAN OR NO DATA.

⑩ **PARTICIPATION IN THE RECOMMENDED HIGH SCHOOL PROGRAM:** Information needed to evaluate participation in the State Board of Education's Recommended High School Program (RHSP) is provided for the class of 2000. That information includes: the number of graduates, the number of graduates meeting the requirements for either the RHSP or the Distinguished Achievement Program (DAP), and the percent meeting those criteria.

⑪ **RHSP TABLE NOTES:** If a school has no graduates then a message indicates that there are no data with which to determine the additional acknowledgment. The text of the message is:

- GRADUATION PROGRAM DATA NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO GRADE SPAN OR NO DATA.

⑫ **COMPARABLE IMPROVEMENT (CI):** For reading and mathematics, the information provided is the percent of students with a TLI greater than 84 in the prior year and the CI Quartile position of the school among its comparison schools. The complete CI report will be posted to the Texas Education Agency website in August and provided in print copy with the AEIS reports in October. The campuses qualifying for acknowledgment will receive one of the following labels on their data table.

- ACKNOWLEDGED: READING
- ACKNOWLEDGED: MATHEMATICS
- ACKNOWLEDGED: BOTH

⑬ **COMPARABLE IMPROVEMENT NOTES:** If a school has fewer than 10 matched students, or there are fewer than 24 campuses in the comparison group that have 10 or more matched students, then there are insufficient data with which to determine the additional acknowledgment. The text of the message is:

- COMPARABLE IMPROVEMENT IS NOT EVALUATED FOR YOUR ACKNOWLEDGMENT DUE TO SIZE REQUIREMENTS.

Section X – Accountability System Reports

Overview

Information relevant to the accountability system is reported through district and campus summaries, a report for parents, and state-level publications. Where possible, each indicator is reported on the AEIS and School Report Card with:

- two years of data;
- student group disaggregations;
- district performance;
- state performance; and
- comparable campus group performance.

These reports are described in detail in this section.

AEIS Reports

The Academic Excellence Indicator System (AEIS) will report campus and district performance on the indicators used for the 2001 accountability ratings as well as on other indicators. Where possible, performance is disaggregated by ethnicity (African American, Hispanic, White, Native American, or Asian / Pacific Islander); gender; socio-economic status; and for students served in special education. The indicators include:

2001 Base Indicators

- **TAAS PERCENT PASSING** — spring 2001 and spring 2000 [accountability subset], by grade and summed across grades 3-8 and 10 for reading, writing, and mathematics;
- **DROPOUT INFORMATION** — annual dropout rates for 1999-2000 and 1998-99, calculated using cumulative grade 7 - 12 attendance (See *Section XII, Additional information* for details on methodology history.)

AEIS Reports
(cont.)

2001 Additional Indicators

- **ATTENDANCE RATES** — 1999-2000 and 1998-99; and
- **COLLEGE ADMISSIONS TESTS** — for the classes of 2000 and 1999:
  - ➲ the combined percent of non-special education graduates tested on the SAT I and the ACT;
  - ➲ combined percent of examinees at or above the criterion scores; and
  - ➲ separate mean scores for the SAT I and the ACT.
- **TAAS / TASP EQUIVALENCY** — for the classes of 2000 and 1999, the percent of total graduates meeting the TAAS / TASP equivalency standards in all subjects.
- **COMPLETION OF THE STATE BOARD OF EDUCATION'S RECOMMENDED HIGH SCHOOL PROGRAM** — for the classes of 2000 and 1999, the percent of total graduates reported as meeting the requirements for either the Recommended High School Program, or the more rigorous Distinguished Achievement Program.
- **COMPARABLE IMPROVEMENT IN READING AND MATHEMATICS** (*campus measures only*) — See *Section V, 2001 Campus Comparable Improvement* for details on report content.

2001 Report-Only Performance Indicators

In addition to Base and Additional Indicator performance, the 2001 AEIS reports present other performance results. These are:

- **TAAS PERCENT PASSING** (spring 2001 and spring 2000) grade 8 science and social studies;
- **TAAS EXIT-LEVEL CUMULATIVE PERCENT PASSING** (*district measure only*) — for the classes of 2001 and 2000, the percent of students who passed all sections of the exit-level TAAS by the end of their senior year or prior to graduation.
- **TAAS PARTICIPATION PROFILE** — for 2001 and 2000, comprehensive analysis of students in grades 3 – 8 and 10, tested and not tested on TAAS. This year, information on participation in the State-Developed Alternative Assessment for special education students (SDAA) will be included in this analysis.

AEIS Reports
(cont.)

- **NUMERICAL PROGRESS OF PRIOR YEAR TAAS FAILERS** — for reading and mathematics, an analysis of the 2001 TAAS performance of prior year TAAS failers. For students in grades 4 – 8, the prior year will be 2000; for students in grade 10, the prior year score will be obtained from either 1999 or 1998, depending on the grade advancement of the student. Matching procedures will be identical to those used in the determination for Campus Comparable Improvement.

  Two types of information will be reported. The first was initially reported in 2000 and is the average change value in the TLI of prior year failers. The second, which is new for this year, is the percent of prior year failers passing TAAS in the current year.

  NEW!

- **END-OF-COURSE EXAMINATIONS IN ALGEBRA I, BIOLOGY, ENGLISH II, AND UNITED STATES HISTORY.** Counts and rates for each year will be based on three test administrations and will include both non-special education and special education examinees. 2001 information will be aggregated from the summer 2000, fall 2000, and spring 2001 test administrations. 2000 information will be aggregated from the summer 1999, fall 1999, and spring 2000 test administrations. AEIS reports will publish:
  - participation rates (2001 and 2000); and
  - passing rates (2001 and 2000) *[labeled as the 2003 Exit-level Preview]*.

  For planning purposes, the passing rates for each of the four end-of-course examinations, disaggregated by student group, can be used as a "2003 Exit-Level Preview." These tests are considered the best currently available predictor of performance on the new exit-level examinations to be administered in 2003.

- **COLLEGE BOARD ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) TEST RESULTS** (*district measure only*) — for 2000-2001 and 1999-2000, grades 11-12:
  - percent of enrolled students taking at least one AP or IB examination;
  - percent of examinees scoring a 3, 4, or 5 on at least one AP test, or a 4, 5, 6, or 7 on at least one IB test; and
  - percent of total AP exams with scores of 3, 4, or 5, and total IB exams with scores of 4, 5, 6, or 7.

- **ADVANCED COURSE COMPLETION** — for 1999-2000 and 1998-99, percent of 9th-12th graders completing and receiving credit for at least one of the designated advanced courses.

- **COMPLETION RATES FOR GRADES 9 – 12** (*district measure only*) — for the classes of 2000 and 1999, actual completion rates, based on student progress over the four-year period. For the class of 2000, these rates span 1997 through 2000. For the class of 1999, they span the years 1996 through 1999. The status of students in these classes is disaggregated into graduates, students obtaining a GED, continuing students, and dropouts.
- **SPECIAL EDUCATION COMPLIANCE STATUS** (*district measure only*) — as of fall 2001, the district special education compliance status as determined by the agency.
- **PEIMS DATA QUALITY MEASURE** *(district measure only)* — a measure of data accuracy related to the PEIMS leaver collection is being developed.

District-Provided Information on the 2001 AEIS Reports

Districts must include additional information on AEIS reports which is prepared locally.

- As required by Senate Bill 1724, 76th Texas Legislature, each district must add information to the district and campus AEIS reports on violence and violence prevention. This includes:
    - ➲ the number, rate, and type of violent or criminal incidents that occurred on each campus to the extent permitted under the Family Education Rights and Privacy Act of 1974 (FERPA);
    - ➲ information concerning school violence prevention, and violence intervention policies and procedures that the district is using to protect students; and
    - ➲ the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 and its subsequent amendments.

  Compliance with this statutory requirement is a local responsibility.

Statute permits districts to include any other supplemental information with a the decision of the local board of trustees.

Other Information About 2001 AEIS Reports

As always, AEIS reports also include district and campus profile information on school and district staff, students, and finances. Reports will be mailed in October.

Statute requires the commissioner to establish rules for the AEIS reports. The rule promulgated in 1996 is provided in *Section XV, Appendix B*.

Advance Notice: Transmittal of AEIS Reports in 2002

Beginning in 2002, the Texas Education Agency intends to discontinue the statewide distribution of paper copies of AEIS reports. The district, campus, and state reports will be posted to the agency's world wide web site and districts will be able to print copies of all materials from that source. For districts without means to acquire the information from the web, regional education service centers will be able to provide assistance.

For 2001, the agency will transmit paper copies of AEIS reports to districts in addition to posting the information on the agency's web site.

School Report Card

Content of the 2001 School Report Cards

As required by statute, the Texas Education Agency annually produces a School Report Card for every campus in the state. These are mailed mid-November. Each campus must then provide a copy of its complete School Report Card to the parent or guardian of every student. The following items are required by statute to appear on this report:

- TAAS performance and exemptions;
- Attendance rate;
- Dropout rate;

School Report Card *(cont.)*

- Performance on college admissions examinations;
- End-of-course examination participation;
- Completion of the State Board of Education's Recommended High School Program;
- TAAS / TASP Equivalency;
- Numerical progress of prior year TAAS failers on the current year assessment;
- Average class size by grade and subject;
- Pupil / teacher ratios; and
- Administrative and instructional costs per student.

In addition to these required indicators, the agency will publish passing rates on end-of-course assessments on the 2001 School Report Cards. Changes to *Texas Education Code* §39.051 in 1999 added indicators to the accountability system. That list is referenced by the School Report Card statute [*TEC* §39.052]. When data for those new indicators become available, they too will be provided on future School Report Cards.

Statute requires the commissioner to establish rules for the distribution of the School Report Card. The rule promulgated in 1996 is provided in *Section XV, Appendix B*.

Advance Notice: Transmittal of School Report Cards in 2002

Beginning in 2002, the Texas Education Agency intends to discontinue the statewide distribution of paper copies of the School Report Card. These campus reports will be posted to the agency's world wide web site and districts will be able to print copies of all materials from that source. For districts without means to acquire the information from the web, regional education service centers will be able to provide assistance.

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For 2001, the agency will transmit paper copies of the School Report Card to districts. These reports will also be posted to the agency web site.

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Phasing In New Indicators

Before being used for accountability ratings or acknowledgments, a new indicator typically goes through a multi-year phase-in process. For an indicator that will become a Base or Additional Indicator, benchmark results are used to set standards in the first year of data availability. Benchmark data are either provided by the test contractor (if data are part of state assessment program), or as part of the AEIS reports.

In the second and third years, the indicator is reported on the AEIS reports, with two years of performance shown. In year four, it is used either for accountability ratings as a Base Indicator or for acknowledgment as an Additional Indicator.

No Base or Additional Indicators will be benchmarked in 2001.

Data will be available to calculate growth on the Reading Proficiency Test in English (RPTE), which will become a Report-Only Indicator, for the first time in 2001.

Complying with Statutory Reporting Requirements

Public notification of accountability results and campus planning are governed by multiple statutory requirements. These are described in this subsection. Statute text is provided in *Section XV, Appendix A.*

AEIS Report

Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district and include the campus performance objectives and the progress of each campus toward those objectives. The annual report must also include the performance rating of each campus in the district. The report shall include a comparison provided by the Texas Education Agency of a variety of performance, student, staff, and financial information and must include the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents. Supplemental information to be included in the reports shall be determined by the local board of trustees. [TEC §39.053 (a), (c)-(d), (f)]

PUBLIC DISCUSSION OF THE ANNUAL PERFORMANCE REPORT [AEIS Reports]. The board of trustees shall hold a hearing for public discussion of the annual performance report (AEIS). The board of trustees shall notify property owners and parents in the district of the hearing. After the hearing, the report shall be widely disseminated within the district. [TEC §39.053 (b)]

The district-level decision making committee must hold at least one public meeting annually after the receipt of the agency-generated portion of the annual performance report for the purpose of discussing the performance of the district and the district performance objectives. [TEC §11.252 (e)]

Ratings

PUBLIC DISCUSSION OF DISTRICT AND CAMPUS RATINGS. Each campus site-based decision making committee shall hold at least one public meeting annually after the receipt of the annual campus accountability rating (released with the complete data tables in August) for the purpose of discussing the performance of the campus and the campus performance objectives. [TEC §11.253 (g)] The confidentiality of the performance results should be evaluated before considering public release of the complete data table.

If a district is rated *Academically Unacceptable* or a campus is rated *Low-performing*, the board of trustees must conduct a hearing to notify property owners and parents in the district of the rating, the improvements in performance expected by the Texas Education Agency, and the sanctions which may be imposed if the performance does not improve. For *Low-performing* campuses, the hearing should also solicit public comment on the initial steps being taken to improve performance. [TEC §39.073 (d) and TEC §39.131 (a),(b)]

Boards of trustees should attempt to comply with the spirit of the statute in the most efficient ways possible. Where meetings and hearings required by various statutes can be combined, it is appropriate to do so.

Development of Local Accountability Systems

Local Evaluation / Rating Systems

Although the statewide accountability system has been designed to address the guiding principles articulated in *Section I, Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability need to address those priorities. The state system is meant to be a starting point for locally developed accountability systems.

Districts are encouraged to continue to develop their own complementary local accountability systems to plan for continued student performance improvement. **Such systems are entirely voluntary and for local use only. Performance on locally defined indicators which are not part of the AEIS does not impact the accountability ratings determined through the statewide system.**

Local Systems
(cont.)

Districts may choose to expand the accountability system with other indicators appropriate for local evaluation. Examples of locally maintained indicators include:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other schools in the district;
- progress on professional development goals;
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, further differentiation among schools rated *Acceptable* may be desired. A local decision is required regarding the criteria upon which to subdivide this category.

Yet a third approach is to examine those Base Indicators, both currently in use and planned for implementation, which fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas. Given changes in statute requiring a new exit-level test to be given at grade 11, districts are encouraged to use recent results of end-of-course assessments as a local accountability measure.

Irrespective of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

Opportunities for Data Correction

Each data source for the Academic Excellence Indicator System has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. **The accuracy of ratings, acknowledgments, recognitions, and reports is wholly dependent on the accuracy of the information submitted.** Districts are responsible for submitting all AEIS data with the exception of college admissions test results and AP / IB results, which are transmitted by the testing companies. The opportunities for correction for each indicator used to determine ratings or acknowledgments are described in this section.

Person Identification Database (PID) Updates

PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching is dependent upon stable PID records. *PEIMS Data Standards* should be followed to insure that PID updates submitted by districts are processed.

- Demographic changes to PID records must be flagged by marking the Demographic Revision Confirmation Code on the Demographic Record (Record Type 101) to be processed by PEIMS. Therefore, changes to name spellings, birth date, ethnicity, or any other information on the record do not update the permanent PID record in agency data files unless this revision code is marked. **When the revision code is marked the entire record is replaced with the update.** Student SSN / ID numbers must be updated through submission of a Student ID Number Change Record (Record Type 105.)
- Changes to the demographic information pre-slugged onto TAAS answer documents **do not** update the permanent PID record in PEIMS for that student; however, they do affect the construction of the TAAS accountability subset and student group disaggregations.

TAAS

Demographic and scoring status information as transmitted to the test contractor at the time of testing on the answer document is used to determine the accountability subset for campus and district ratings. After the testing dates, districts will still be able to provide corrections to the test contractor and request corrected reports; however, those changes **will not** be incorporated into the TAAS results used for accountability purposes.

IMPORTANT NOTICE: The accountability subset of results is constructed from the student information reported on the TAAS answer documents *as received by the test contractor.* There is no test contractor's correction window for accountability purposes.

Districts do not have the option to change student demographics, program participation, and score code status for accountability purposes after test results are known. They have multiple opportunities to provide accurate information through their PEIMS submissions, precoding data files provided to the test contractor, and updates to the TAAS answer document at the time of testing. Districts are encouraged to attend closely to the accuracy of all data submissions.

In past years, several districts contacted the agency about the errors in the campus of attribution for entire grade levels of students. This type of mistake can occur when the Answer Document Packing List (ADPL) or the campus and group identification sheet do not reflect the correct campus or grade levels tested. Errors of this type cannot be corrected after the data are received by the agency; all accountability data and reports are subject to state auditor scrutiny.

Answer documents can be precoded from PEIMS, but several other steps affect the campus attribution. After testing, the TAAS coordinator completes the ADPL which reports by campus the number of answer documents submitted for each grade. The campus and group identification sheet determines the campus name, number, and grade level for each answer document submitted with the sheet. TAAS coordinators should pay attention to the campus listings on the ADPL and the campus and group identification sheet, particularly when campus grade configurations have changed or campus numbers have been made obsolete since the prior year.

BEST COPY AVAILABLE

Dropouts, Graduates, Enrollment

In 2000-2001, districts could correct PEIMS Submission 1, which includes 2000-2001 enrollment as well as 1999-2000 leaver information (dropouts, graduates, and other leavers), from mid-December 2000 to January 18, 2001. This resubmission period is the mechanism through which districts can correct any erroneous information initially submitted regarding dropouts, graduates, leavers, and enrollment. The Texas Education Agency provided new analyses to assist districts in assuring that either an enrollment or a leaver record was submitted for every student in grades 7 – 12 during the prior school year.

Attendance

Districts reported 1999-2000 cumulative attendance as part of 1999-2000, PEIMS Submission 3. The resubmission correction period for most districts extended through late July 2000. (Districts with year-round campuses could extend the resubmission period through mid-September.) This was the means by which districts should have corrected any erroneous information initially submitted regarding attendance.

College Admissions Testing

College admissions test results are provided to the Texas Education Agency by the College Board and ACT Inc. The school to which scores are attributed is identified by the student taking the test. Schools are encouraged to verify campus summary information on the SAT I and ACT immediately upon receipt. Discrepancies should be reported to the testing companies, not TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

Detailed Calendar for 2000-2001

Dates significant to the **2000-2001** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

2000	**June 22**	1999-2000 PEIMS Submission 3 due (1999-2000 Attendance)
	July 27	Last date for districts with traditional calendars to resubmit changes and corrections to 1999-2000 PEIMS Submission 3
	September 11	Last date for districts with year-round calendars to resubmit changes and corrections to 1999-2000 PEIMS Submission 3
	October 27	Accountability System "as of" date for enrolled students
	December 14	2000-2001 PEIMS Submission 1 due (includes 1999-2000 Leavers; 2000-2001 Enrollment)
2001	January 1	TEA notifies districts of 1999-2000 campuses identified under Public Education Grant Program (PEG) criteria
	January 18	Last date to resubmit changes and corrections to 2000-2001 PEIMS Submission 1
	February 1	Districts notify parents of students in campuses identified under PEG criteria
	February	1999-2000 TSSAS award winners announced
	February 20-22	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); writing (grades 4 & 8); SDAA writing (grades 4 & 8)
	mid-March	2003 Early Indicator Report, Part I transmitted to districts and secondary campuses

2001 *(cont.)*

March 20	Optional TAAS test administration for year-round schools: writing (grades 4 & 8)
March 28	Reading Proficiency Tests in English administered (grades 3 – high school)
Early April	*2001 Accountability Manual* published
	TEA mails 1999-2000 annual dropout rates / lists and 2000-2001 pairing information to districts
Spring	*2001-2002 Alternative Accountability Manual* published and distributed to all districts and alternative education schools
April 11-13	Districts receive exit-level TAAS results for "all students tested" from test contractor
April 24	TAAS / SDAA test administration: mathematics (grades 3-8)
April 25	TAAS / SDAA test administration: reading (grades 3-8)
April 26	TAAS test administration: social studies (grade 8)
April 27	TAAS test administration: science (grade 8)
April 30	Pairing information due to the Texas Education Agency
April 30	Deadline by which charter districts operating for the first time in 2000-2001 may request that their charter school(s) be rated in the 2001 cycle
May	Districts receive information related to counts and percents of underreported prior year students in grades 7-12, from TEA
May 11 – 18	Districts receive TAAS / SDAA results for "all students tested" in grades 3 - 8 from test contractor
mid-May	2003 Early Indicator Report, Part II transmitted to districts and campuses
May 15 – 18	Optional TAAS testing for year-round education schools: mathematics & reading (grades 3-8); social studies & science (grade 8) [*NOTE: No SDAA testing for YRE*]
Mid-May (various)	Districts administer end-of-course examinations in Algebra I, Biology, English II, and United States History during two-week period prior to completion of the course

2001 *(cont.)*	Mid- June *[Target Date = June 15]*	Districts receive: ◆ Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, TAAS / TASP equivalency, and Recommended High School Program participation, from TEA ◆ Accountability Data Table (Part II) for spring TAAS administration, from the test contractor ◆ List of 2000-2001 schools scheduled to be evaluated under the alternative education optional procedures, from TEA
	Late June	After receipt of Accountability Data Tables by districts, TEA begins accepting appeals
	June 14 – 22	Districts receive TAAS results for "all students tested" in grades 3 - 8 tested in the YRE optional administration from test contractor
	Early July	Districts receive Accountability Data Table (Part II) for YRE TAAS administration
	July 27	Districts receive TAAS end-of-course results from test contractor
	August 16	TEA issues district and campus (both traditional and year-round calendar) accountability ratings and acknowledgments
	September 14	Last day for districts to appeal 2001 ratings
	Late October	TEA issues 2000-2001 AEIS reports to all districts and campuses
	Late November	TEA provides the 2000-2001 School Report Card to all campuses
		TEA provides 2003 Early Indicator Reports (2001 data) to districts and campuses
	Mid-December	Resolution of all *Suspended: Data Inquiry* ratings
2002	January 1	TEA notifies districts of 2000-2001 campuses identified under PEG criteria
	February 1	Districts notify parents of students in campuses identified under PEG criteria
	Winter 2001 / 2002	2000-2001 TSSAS award winners announced

Basic Calendar for 2001-2002

Dates significant to the **2001-2002** Accountability System are listed below. Those in boldface type indicate data submission deadlines or test administration dates.

2001	**June 21**	2000-2001 PEIMS Submission 3 due (2000-2001 Attendance)
	July 26	Last date for districts with traditional calendars to resubmit changes and corrections to 2000-2001 PEIMS Submission 3
	September 13	Last date for districts with year-round calendars to resubmit changes and corrections to 2000-2001 PEIMS Submission 3
	October 26	Accountability System "as of" date for enrolled students
	December 13	2001-2002 PEIMS Submission 1 due (includes 2000-2001 Leavers; 2001-2002 Enrollment)
2002	**January 24**	Last date to resubmit changes and corrections to 2000-2001 PEIMS Submission 1
	January 28 – February 8	New State Assessment Field Test: writing (grades 4 & 7)
	February 19-21	TAAS test administration: exit-level reading, writing, and mathematics (grade 10); TAAS writing (grades 4 & 8); SDAA writing (grades 4 & 8)
	March 27	Reading Proficiency Tests in English administered
	April 10-12	Districts receive exit-level TAAS results for "all students tested" from test contractor
	April 16	TAAS test administration: mathematics (grades 3-8)
	April 17	TAAS test administration: reading (grades 3-8)
	April 18	TAAS test administration: social studies (grade 8)

2002 *(cont.)*

April 19	TAAS test administration: science (grade 8)
April 22 – May 10	New State Assessment Field Test: mathematics, reading, language arts, science, & social studies (grades 3 - 11)
May 3 – 10	Districts receive TAAS / SDAA results for "all students tested" in grades 3 - 8 from test contractor
Mid-May (various)	Districts administer end-of-course examinations during two-week period prior to completion of the course
Mid- June	Districts receive: ◆ Accountability Data Table (Part I) with attendance, dropout rates, college admissions results, TAAS / TASP equivalency, and Recommended High School Program participation, from TEA ◆ Accountability Data Table (Part II) for spring TAAS administration, from the test contractor ◆ List of 2001-2002 schools scheduled to be evaluated under the alternative education optional procedures, from TEA
July 26	Districts receive TAAS end-of-course results from test contractor
Mid-August	TEA issues district and campus (both traditional and year-round calendar) accountability ratings and acknowledgments
Late October	TEA issues 2001-2002 AEIS reports to all districts and campuses
Late November	TEA provides the 2001-2002 School Report Card to all campuses
Mid-December	Resolution of all *Suspended: Data Inquiry* ratings

Dropout Reporting and Policy

1987-88 to 1989-90. Legislation requiring the collection of dropout information was passed in 1987 as House Bill 1010. When the Texas Education Agency initiated the dropout collection through PEIMS, districts were required to identify student dropouts uniquely, by reporting student ID, name, sex, ethnicity, economic status, campus of enrollment, and up to three reasons for leaving school. Over time, the list of reasons available has been expanded and refined. Districts also separately reported student-level information on graduates, beginning with the class of 1988.

1990-91 to 1997-98. Beginning in 1990-91, districts were required to identify all students enrolled, in addition to dropouts and graduates. This additional information permitted the development of the dropout record exclusion system described later in this subsection.

Since dropouts have been reported on PEIMS, districts reported those students who had enrolled in the district at any time during the prior school year and had not reenrolled or withdrawn with appropriate documentation by the PEIMS Submission 1 due date of the *next* school year. Therefore, if a student dropped out of school in November, the district had until January of the following school year (14 months) to locate the student and ascertain that he or she was continuing his or her education. That status could be updated as late as the PEIMS Submission 1 resubmission deadline.

Leaver Record Reporting

Beginning in the 1998-99 school year, districts report the status of all students who were enrolled in grades 7 – 12 in the district during the prior school year on specific PEIMS records. Those students are reported as:

- enrolled in the district on the "as of" date of the current school year. These students are reported on the enrollment record;
- enrolled in the district the fall of the current school year, but not on the "as of" date. These students are reported on identification and demographic records only;
- graduated. These students are reported on the leaver record;
- deceased. These students are reported on the leaver record;

Leaver Record Reporting *(cont.)*

- leaving school with appropriate documentation for their continued educational progress. These students are reported on the leaver record; or
- leaving school without appropriate documentation for continuing their education, or are known to have dropped out of school. These students are reported on the leaver record.

For those students not returning, districts have approximately 40 reason codes defined in the *PEIMS Data Standards* to describe the circumstances under which the student left school. The 2001-2002 edition of the *Data Standards* will incorporate leaver codes revisions and clarifications identified through internal review.

Since the 1999-2000 PEIMS Submission 1, districts have received information that identifies students reported in either enrollment or attendance in the prior year but who were not reported as either enrolled or as leavers in the current year. This information is transmitted after the original submission is received but prior to the resubmission deadline so that the accuracy of district reporting can be improved.

Dropout Record Exclusions

1993-94 to 1997-98. Beginning in 1994, TEA incorporated several significant changes in the way dropouts are counted and in the methodology for determining the dropout rate.

- The dropout record exclusion process at the state level removes dropout records from the count if they:
  - have received a GED certificate and appear on the agency's automated GED file at the time the exclusion procedures are run (this usually occurs in March following the fall PEIMS submission);
  - are located in enrollment at a public school somewhere in the state, according to the attendance and enrollment data submitted through PEIMS;
  - have graduated from a Texas public school.

In addition, starting with the 1994 accountability cycle, although a student is reported each time he or she drops out, for accountability purposes, a student is counted only once as a dropout in his or her lifetime. Although dropout information has been collected since 1987-88, this type of exclusion applies only back to 1990-91, because that was the first year that student-level identification data were collected along with the dropout record. Note that developments in the dropout exclusion system are not retroactive; prior year measures are not adjusted for exclusions permitted in subsequent years.

Dropout Record Exclusions *(cont.)*

1998-99 and Beyond. Beginning in 1998-99, the dropout record exclusion system was restructured to accommodate its new data source: the new PEIMS Leaver Record. However, the basic methodology of the state-level dropout exclusion process has remained unchanged.

Dropout Measures

There are a variety of ways to measure the extent to which a group of students does or does not complete their secondary education. Although at present only one dropout measure is used for accountability purposes, there are additional measures reported annually.

ACTUAL ANNUAL DROPOUT RATE. What the Texas Education Agency currently reports and uses in its accountability rating system is an *actual annual dropout rate* for grades 7 – 12. Texas law defines the grade span and use of this dropout rate. Including grades 7 and 8 in the computations assures that middle school dropouts, particularly those summer dropouts between 8th and 9th grades, are reflected in the counts.

The calculation used since 1994 to derive this measure was total dropouts (grades 7 – 12) divided by cumulative attendance (grades 7-12). Cumulative attendance was the non-duplicated count of all students reported in attendance during any six-week reporting period in a given year. This more closely parallels the numerator, which includes all dropouts counted for that school year.

ADDITIONAL MEASURES. The Texas Education Agency publishes additional dropout measures in either the Academic Excellence Indicator System district reports and / or the annual published report on public school dropouts. These include:

- **GRADE 9-12 COMPLETION RATE.** For a particular graduating class, this measure indicates the rate at which students in the 9th grade four years earlier either graduated, completed a GED, or were continuing students. Student level records are analyzed to determine this rate. AEIS reports present each of these sub- categories separately.
- **GRADE 9-12 LONGITUDINAL DROPOUT RATE.** For a particular graduating class, this measure indicates the actual dropout rate across the four year span from grades 9 – 12. Student-level records are analyzed to determine this rate. This measure is a companion to the Grade 9 – 12 completion rate defined above.
- **GRADE 9-12 ATTRITION RATE.** For a particular graduating class, this measure compares the number of 12th graders to the number of 9th graders four years past. Aggregate information, not student level records, is analyzed to determine the attrition rate.

Eligibility for End-of-Course Credits

A district or high school will receive credit in the calculation of its 2001 TAAS percent passing for grade 10 students who have fulfilled the testing requirement for graduation by passing specific end-of-course (EOC) examinations. To receive the credit, the following events must occur:

- **END-OF-COURSE EXAMINATIONS.** Prior to the spring 2001 TAAS administration, a 10th grade student must have taken and passed the necessary end-of-course examinations: English II, Algebra I, and either Biology or United States History. It does not matter that the student passed some of the examinations in prior grades or at another school or district. Students who meet the graduation testing requirement after the spring 2001 TAAS administration are not eligible to be credited in the percent passing calculations. The testing contractor identifies students whom it has determined have met the testing requirement in advance of the February exit-level test administration.
- **TAAS ANSWER DOCUMENT.** The district must grid the "O" (Other) score code for all three subject areas, and grid the "EOC" field on the student's exit-level TAAS answer document.
- **VERIFICATION.** The test contractor will verify from its longitudinal history files whether or not the student has actually fulfilled the graduation testing requirement via end-of-course examinations.
- **ACCOUNTABILITY SUBSET.** Just as for TAAS test takers, only those 10th graders enrolled in the district since the PEIMS "as of" date will be included in the accountability subset of results. Credit will be given for all subjects: reading, mathematics, and writing.

For example, a student passing the Algebra I examination in grade 8, the Biology examination in grade 9, and the English II examination in December of grade 10 will have met the testing requirement prior to the spring TAAS administration. If this student does not test on TAAS, has the TAAS answer document coded appropriately, and was enrolled in the district in October, then the district and high school will receive credit for the student in the calculation of the passing percents for reading, mathematics, and writing determining the 2001 accountability ratings.

If a student takes *any exit-level TAAS test* in the spring 2001 administration even though he or she has already fulfilled the graduation testing requirement with end-of-course examinations, then TAAS results will be used in the accountability system if October subset criteria are met.

EOC Credit *(cont.)*

Students for whom the district and high school receive EOC credit will not be included in the calculation of the high school's Comparable Improvement measures since there is no way to measure TLI growth. These students also cannot receive a Texas Academic Skills Program (TASP) exemption based on TAAS since there are no exit-level scores to evaluate.

Questions about eligibility for the EOC credit should be directed to the Texas Education Agency Division of Student Assessment. (See *Section XV, Appendix C* for contact information.)

Student Group Identification Sources

For most indicators, student-level demographics are used to disaggregate the "all students" totals into the four student groups used in the accountability system. The source of this grouping information varies depending upon the indicator.

Ethnicity

The source of ethnicity for each indicator is detailed below. Students who are coded as Native American or Asian / Pacific Islander are included in the "all students" measures only; they do not impact the African American, Hispanic, or White student group results.

TAAS Ethnicity coded on the 2001 TAAS answer documents is used to disaggregate results. The information may be precoded from the district's 2000-2001 PEIMS Submission 1 records, or from a data file provided by the district to the test contractor. Any changes made on the answer document to the ethnic code override the precoded information *for TAAS data files only*; they do not affect the student's PEIMS information.

Dropouts Denominator: Each student in grades 7 – 12 reported on 1999-2000 PEIMS Submission 3 (record type 400) is included in the denominator. Ethnicity is derived from PEIMS Submission 3 demographic records (record type 101.)

Numerator: Unexcluded dropouts reported on 2000-2001 PEIMS Submission 1 leaver record (record type 203) are included in the numerator. Ethnicity is made consistent between the denominator and numerator records when students can be matched, with the denominator value taking precedence. Otherwise, a dropout's ethnicity comes from 2000-2001 PEIMS Submission 1, on record type 101.

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Ethnicity *(cont.)*

Attendance	For each student in grades 1 – 12 reported on 1999-2000 PEIMS Submission 3 (record type 400), ethnicity is derived from PEIMS Submission 3 demographic records (record type 101.)
College Admissions Results	The ethnicity of 2000 graduates is determined from the student demographic (101) record on 2000-2001 PEIMS Submission 1. If students taking college admissions tests cannot be matched to PEIMS, then ethnicity is derived from the records provided by the two testing companies.
TAAS / TASP Equivalency	The ethnicity of 2000 graduates is determined from the student demographic (101) record on 2000-2001 PEIMS Submission 1.
RHSP / DAP	The ethnicity of 2000 graduates is determined from the student demographic (101) record on 2000-2001 PEIMS Submission 1.
Comparable Improvement (CI)	Not Applicable. CI Mathematics and CI Reading are "all students" measures.

Economically Disadvantaged Status

A student may be identified as economically disadvantaged by the district if he / she:

- meets eligibility requirements for:
  - the federal free or reduced price lunch programs;
  - Title II of the Job Training Partnership Act (JTPA);
  - Food Stamp benefits;
  - Aid to Families with Dependent Children (AFDC) or other public assistance;
- received a Pell grant or funds from other comparable state program of needs-based financial assistance; or
- is from a family with an annual income at or below the official federal poverty line.

Economically disadvantaged status is not maintained on the PID record, but is reported on some PEIMS collections of student information. The source of this status for each indicator is detailed in the text following:

Economically Disadvantaged Status *(cont.)*

TAAS

Economically disadvantaged status coded on the 2001 TAAS answer documents is used to disaggregate results. The information may be precoded from the district's 2000-2001 PEIMS Submission 1 records, or from a data file provided by the district to the test contractor. Any changes made on the answer document to the status code override the precoded information for TAAS data only; they do not affect the student's PEIMS information.

Dropouts

Denominator: All students in grades 7 – 12 reported on the 1999-2000 PEIMS Submission 3 (record type 400) are included in the denominator.

- For those students reported in enrollment in the fall of the 2000-2001 school year, economic disadvantaged status is derived from 2000-2001 PEIMS Submission 1 (record type 110.)
- Those students who were NOT reported in enrollment in any district on 2000-2001 PEIMS Submission 1 cannot be coded as economically disadvantaged.
- If a student is reported in attendance at multiple districts or campuses over the year, the economic disadvantaged status is assumed constant over the entire year. If the student is economically disadvantaged at any district or campus, he / she will be deemed economically disadvantaged at all districts and campuses.

Numerator: Unexcluded dropouts reported on the 2000-2001 PEIMS Submission 1 leaver record (record type 203) constitute the numerator. Economic disadvantaged status from the denominator record is assigned to the dropout. The economic status reported on the leaver record is used only if a matching denominator record is not found.

Attendance

Economically disadvantaged status is derived from 1999-2000 PEIMS Submission 1 enrollment records (record type 110), if student IDs can be matched. Those that cannot be matched are assumed not to be economically disadvantaged.

College Admissions Results

Not Applicable. Socio-economic status for college admission testing participants is not available.

Economically Disadvantaged Status *(cont.)*

TAAS / TASP Equivalency	Exit-level TAAS answer documents are the source for the economically disadvantaged status for this calculation.
RHSP / DAP	The economically disadvantaged status of 2000 graduates is determined from the enrollment (110) record on 1999-2000 PEIMS Submission 1. Graduates not matched back to Submission 1 will have their economic disadvantaged status supplied from the 2000-2001 leaver (203) record.
Comparable Improvement (CI)	Not Applicable. CI Mathematics and CI Reading are "all students" measures.

Student Special Education Status

Special Education status is not used to disaggregate student groups for accountability ratings and acknowledgments; it is used only to disaggregate information reported on AEIS reports and the School Report Card. The source of this status for each indicator is detailed below.

TAAS	Special education status coded on the 2001 TAAS answer documents is used to disaggregate results into special education and non-special education results for AEIS reports only. If the special education field of the answer document is not coded (*i.e.*, is left blank) the student is assumed to be non-special education. Special Education status may be precoded on the answer document from the 1999-2000 district's PEIMS Submission 1 enrollment records (record type 110), or from a data file provided by the district to the test contractor. Any changes made on the answer document to the status code override the precoded information *for TAAS data only*. Any such changes do not affect the student's PEIMS information.
SDAA	Any student taking the State-Developed Alternative Assessment for Special Education Students (SDAA) is counted as a special education student. Information on students tested on the SDAA will be reported in the TAAS Participation section of the 2001 AEIS reports.
Dropouts	Dropout rates include both special education and non-special education students. Special education status is not used to eliminate any students from either the numerator or denominator of the calculations. However, special education status

Student Special Education Status *(cont.)*

Dropouts *(cont.)*	from the 1999-2000 PEIMS Submission 1 enrollment record (record type 110) is used to identify special education dropouts in order to disaggregate rates on AEIS reports. The special education status reported on the leaver record (record type 203) is used only if a matching denominator record is not found.
Attendance	Attendance rates used for ratings include both special education and non-special education students. On AEIS reports, special education status reported on 1999-2000 PEIMS Submission 3 is used to disaggregate rates. A student reported as special education in any six-weeks period is considered as special education for this AEIS calculation.
College Admissions Results	Since students do not report special education status to the college testing companies, all results for Texas public schools are included in the count of examinees. However, those students reported as special education in all of the six-week periods on the 1999-2000 PEIMS Submission 3, or for whom the graduation type code on the 203 Leaver Record indicates special education, are removed from the count of total graduates used in the denominator of the percent tested calculation.
TAAS / TASP Equivalency	The special education status of a graduate is determined from the 2000-2001 PEIMS Submission 1 leaver record (record type 203) for reporting purposes only.
RHSP / DAP	Graduates are designated as special education if they are reported as special education in all of the six-week periods on the 1999-2000 PEIMS Submission 3, or if the graduation type code reported on the 2000-2001 203 Leaver Record indicates special education.
Comparable Improvement	Special education students tested on TAAS in 2001 and whose results are included in the accountability subset will be included in the Comparable Improvement evaluation if they can be matched to prior year TAAS results. These students are not identified separately in the CI report as this is an "all students" measure.

The SBOE's Recommended High School Program

The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule, updated in July 1998 and July 2000, delineates specific subject area and course requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP). Students who complete the requirements of the two more rigorous programs receive special acknowledgment on their high school diplomas.

The RHSP and DAP have been designed to prepare students for any post-secondary endeavor — higher education, the workforce, or the military. The programs emphasize strong grounding in both the arts and sciences since an increasing percentage of entry-level positions require technical, verbal, and written skills. The class of 1998 was the first graduating class to complete all four years of high school with the RHSP and DAP criteria in place.

To further promote students taking these more rigorous courses of study, House Bill 713, passed by 76th Texas Legislature in 1999, established the "Toward **EX**cellence, **A**ccess, & **S**uccess (TEXAS)" Grant Program. The program covers tuition and fees to Texas public universities, community colleges and technical schools for students who have successfully completed the recommended or higher high school graduation programs and have financial need. If an eligible student attends an independent college or university in Texas, his or her award is based on public university tuition and fee charges. Students who graduated in December 1998 or later are eligible to apply for an award through the TEXAS Grant. Additional information on the TEXAS Grant Program may be found on the Texas Higher Education Coordinating Board website at **http://www.thecb.state.tx.us/divisions/student/TEXAS.htm.**

Minimum graduation requirements are contrasted with the Recommended High School Program and the Distinguished Achievement Program in Tables 7A and 7B. Due to changes in graduation testing requirements for the class of 2005, graduation requirements for that class and beyond were modified in July 2000. Rules for these students reside in a separate subchapter of the TAC. For additional detail on specific course options available and advance measures required for the Distinguished Achievement Program, reference the State Board of Education rules (19 *Texas Administrative Code*, Chapter 74 Subchapters B and D) and the *19 TAC Chapter 74 Handbook* through the Texas Education Agency's website at:
http://www.tea.state.tx.us/ rules/tac/

TABLE 7A: Texas High School Graduation Requirements (*Classes of 2001, 2002, 2003, 2004*)

	Minimum Requirements	**Recommended High School Program**	**Distinguished Achievement Program**
ENGLISH	4 credits	4 credits	4 credits
MATHEMATICS	3 credits (must include *Algebra I*)	3 credits (must include *Algebra I*, *Algebra II*, and *Geometry*)	3 credits (must include *Algebra I*, *Algebra II*, and *Geometry*)
SCIENCE	2 credits (must include one of: *Biology*, *Chemistry*, or *Physics*)	3 credits (must include three of: *Biology* , *Integrated Physics and Chemistry*, *Chemistry*, *Physics*, or *Principles of Technology I*)	3 credits (must include *Biology* & two of: *Integrated Physics and Chemistry*, *Chemistry*, *Physics*, or *Principles of Technology I*)
SOCIAL STUDIES	2½ credits *World History* or *World Geography*; *US History Studies Since Reconstruction* (1 credit each); and *US Government* (½ credit)	3½ credits *World History*, *World Geography* *US History Studies Since Reconstruction* (1 credit each); and *US Government* (½ credit)	3½ credits *World History*, *World Geography* *US History Studies Since Reconstruction* (1 credit each); and *US Government* (½ credit)
ECONOMICS	½ credit	½ credit	½ credit
LANGUAGES OTHER THAN ENGLISH	none	2 credits in same language	3 credits in same language
HEALTH EDUCATION	½ credit	½ credit	½ credit
PHYSICAL EDUCATION	1½ credits	1½ credits	1½ credits
FINE ARTS	1 credit	1 credit	1 credit
TECHNOLOGY APPLICATIONS	1 credit	1 credit	1 credit
SPEECH	½ credit	½ credit	½ credit
ELECTIVES	1 credit (academic) Must be selected from *World History Studies*, *World Geography Studies*, or any science course approved by the SBOE 5½ credits (any)	3½ credits: OPTION 1: Math / Science OPTION 2: Career and Technology OPTION 3: Academic	2½ credits: OPTION 1: Math / Science OPTION 2: Career and Technology OPTION 3: Academic
ADVANCED MEASURES	none	none	Must achieve a combination of four (4) of the advanced measures approved by the SBOE.
SUBSTITUTIONS	Advanced Placement (AP) or International Baccalaureate (IB) course equivalents may be substituted.		
CREDITS	22	24	24

TABLE 7B: Texas High School Graduation Requirements (*Classes of 2005 and Beyond*)

	Minimum Requirements	Recommended High School Program	Distinguished Achievement Program
ENGLISH	4 credits	4 credits	4 credits
MATHEMATICS	3 credits (must include *Algebra I* and *Geometry*)	3 credits (must include *Algebra I*, *Algebra II*, and *Geometry*)	3 credits (must include *Algebra I*, *Algebra II*, and *Geometry*)
SCIENCE	2 credits (must include *Biology* and *Integrated Physics and Chemistry*)	3 credits (must include *Biology* & two of: *Integrated Physics and Chemistry*, *Chemistry*, *Physics*, or *Principles of Technology I*)	3 credits (must include *Biology* & two of: *Integrated Physics and Chemistry*, *Chemistry*, *Physics*, or *Principles of Technology I*)
SOCIAL STUDIES	2½ credits *World History* or *World Geography*; *US History Studies Since Reconstruction* (1 credit each); and *US Government* (½ credit)	3½ credits *World History*, *World Geography* *US History Studies Since Reconstruction* (1 credit each); and *US Government* (½ credit)	3½ credits *World History*, *World Geography* *US History Studies Since Reconstruction* (1 credit each); and *US Government* (½ credit)
ECONOMICS	½ credit	½ credit	½ credit
LANGUAGES OTHER THAN ENGLISH	none	2 credits in same language	3 credits in same language
HEALTH EDUCATION	½ credit	½ credit	½ credit
PHYSICAL EDUCATION	1½ credits	1½ credits	1½ credits
FINE ARTS	none	1 credit	1 credit
TECHNOLOGY APPLICATIONS	1 credit	1 credit	1 credit
SPEECH	½ credit (must be *Communications Applications*)	½ credit (must be *Communications Applications*)	½ credit (must be *Communications Applications*)
ELECTIVES	1 credit (academic) Must be selected from *World History Studies*, *World Geography Studies*, or any science course approved by the SBOE 5½ credits (any)	3½ credits	2½ credits
ADVANCED MEASURES	none	none	Must achieve a combination of four (4) of the advanced measures approved by the SBOE.
SUBSTITUTIONS	Advanced Placement (AP) or International Baccalaureate (IB) course equivalents may be substituted.		
CREDITS	22	24	24

Expected Information Updates

2001

Rule Update. With the publication of this *Manual*, the Texas Education Agency will file a commissioner rule amendment to 19 *Texas Administrative Code* §97.1002, Adoption by Reference: Standard Procedures with the Office of the Secretary of State. This rule, provided in Appendix B, adopts the *Accountability Manual, Part 1* by reference, thus giving legal standing to the rating process and procedures. The amendment will replace references to the *2000 Accountability Manual* with references to the *2001 Accountability Manual.* Allowing for a 30 day comment period, final adoption should occur in June. Although not expected, if any changes do result from this rule adoption process, then educators will be notified as soon as possible.

Legislative Change. If assessment and / or accountability system legislation passed by the 77th Texas Legislature is enacted with an implementation date prior to September 1, 2001, educators will be notified as soon as possible after the conclusion of the session in May.

TSSAS. Information on the 2000-2001 Texas Successful Schools Award System has been provided under separate correspondence. Award notification occurred in February 2001.

2002 and Beyond

If statutory change results in changes to the blueprint presented in Section XIII of this *Manual* on the accountability system for 2002 and beyond, information will be transmitted to districts in the summer of 2001. The *2001-2002 Alternative Accountability Manual,* which will describe the optional evaluation procedures for alternative education schools, will be published in the spring of 2001.

Accessing Accountability Information on the Internet

How to Access the TEA Website

Accountability information produced by the Texas Education Agency can be accessed on the internet.

1. Use this URL to access the website of the Texas Education Agency Division of Performance Reporting: **http://www.tea.state.tx.us/perfreport/**
2. Select a topic of interest *(See following.)*

What's Available on the Web

Overview of Web Products

Accountability-related information on the TEA website continues to be improved and enhanced. Campus and district information prepared as part of the Academic Excellence Indicator System is available on-line. District and / or campus information can be downloaded for some web products. Topics on the web include:

- **AEIS REPORTS.**
- **ACCOUNTABILITY RATINGS.**
- **SCHOOL REPORT CARDS.**
- **RELATED INFORMATION.**

AEIS Information on the Web

Information specific to the **AEIS system** posted on the Internet includes:

Information Description	Years Available
About AEIS — an overview of the AEIS system and its data sources.	*current*
State Report — reproductions of annual state AEIS report Region Reports — reproductions of annual education service center AEIS reports District Reports — reproductions of annual district AEIS reports [*downloadable data available*] Campus Reports — reproductions of annual campus AEIS reports [*downloadable data available*]	2000-01 (available 11/01) 1993-94 through 1999-00
Multi-Year History — a table presenting selected performance and profile indicators over four years, for a campus, a district, or the state.	1993-94 through 1999-00 2000-01 to be added 11/01
Comparable Improvement — campus reports showing the 40-member comparison groups with campus characteristics and campus CI performance in TAAS reading and mathematics.	2001 (available 8/01) 1996 through 2000
TAAS Participation Profile — Detailed information about the percent of students tested and not tested on the spring Texas Assessment of Academic Skills (TAAS) tests in grades 3-8, and 10. *Students Tested* are further characterized as included in accountability evaluations, or tested but excluded from accountability evaluations for various policy reasons. *Students Not Tested* are identified as special education exempt, limited-English proficient exempt, absent, or other. A pie chart feature is available.	2001 (available 11/01) 1996 – 2000

Accountability Ratings on the Web

Information specific to the **accountability ratings** posted on the Internet includes:

Information	Years Available
District Summary — lists ratings and acknowledgments for a district and all its campuses for the chosen year	2001 (available 8/01) 1994 – 2000
County Summary — lists all ratings and acknowledgments for districts and campuses within a particular county for a particular year	2001 (available 8/01) 1994 – 2000
Statewide Ratings List — provides school and district ratings sorted by rating category. For example, a list of *Exemplary* campuses can be produced.	2001 (available 8/01) 1994 – 2000
Ratings History — lists four years of ratings for a district and its campuses	1995 – 2000
Ratings History Table — provides statewide counts of districts and schools earning each rating over multiple years	1995 – 2000
Accountability Data Tables — provides performance on the indicators used to determine the current year accountability ratings for districts and campuses. Small numbers are masked. A data table with state totals is also available.	2001 (available 8/01) 1998 – 2000
Accountability Manual — describes in detail how accountability ratings and acknowledgments are determined. Information considered to be of general interest to those interested in the accountability system is also included.	2001 (available 4/01) 1997 – 2000 1996 [Parts 1 and 2]

School Report Card on the Web

Information specific to **school report cards** posted on the Internet includes:

Information	Years Available
School Report Card — provides performance on the indicators required for the school report card. This information is a subset of the information provided on AEIS reports. Small numbers are masked.	2001 (available 11/01) 1998 – 2000

Related Information on the Web

Other information related to accountability and performance is posted on the Internet:

Information Description	Years Available
Snapshot — a general overview of the Texas public education system provided through district summaries of student, staff, finance, and performance data items. This publication has been produced annually since 1987-88. The approximately 90 district data elements can be downloaded.	1999-00 [data / narrative] 1998-99 [data / narrative] 1997-98 [data / narrative] 1996-97 [data / narrative] 1995-96 [data only] 1994-95 [data only]
Pocket Edition: Texas Public School Statistics — a pocket-sized state summary of information about districts and schools, students, graduates and dropouts, staff, finances, student performance, accountability ratings, and the State Board of Education.	1991-92 through 1999-00

Comments and Questions

Comments about the *development of the Texas public school accountability system* should be addressed to:

Address: Criss Cloudt, Associate Commissioner
for Accountability Reporting and Research
Texas Education Agency
1701 North Congress Avenue
Austin, Texas 78701-1494

Phone: (512) 463-9701

FAX: (512) 475-3499

E-mail: ccloudt@tea.state.tx.us

Comments and questions about the *determination of accountability ratings* should be addressed to:

Address: Cherry Kugle, Director
Division of Performance Reporting
Texas Education Agency
1701 North Congress Avenue
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E-mail: perfrept@tea.state.tx.us

System Evolution

There is general agreement that the accountability system as implemented to date does not yet reflect appropriate standards of performance for all rating levels, nor does it fully integrate all statutory components. From its inception, the system was designed to evolve over time to increase standards, incorporate additional indicators, meet statutory requirements as quickly as possible, and improve the information with which accountability decisions are made.

In order to provide schools and districts with adequate time to prepare for the increasing rigor of standards and new assessments, the commissioner's blueprint for accountability system criteria and standards through the year 2005 is presented in this section.

This section presents a preview of how the accountability system will evolve over the next few years, based on current statute and decisions made in the summer of 2000. There may yet be statutory change related to both the assessment system (TAAS and end-of-course examinations) and the accountability system enacted this spring by the 77th Texas Legislature. Nevertheless, the information in this section should still be useful as a tool for charting the future development of the accountability system.

Any changes enacted during the 2001 session are not expected to impact the 2001 rating system; the Texas Legislature would have to take specific action to enable a new statute to be effective prior to September 1, 2001. The Texas Education Agency will communicate information about all education-related statutory changes as soon after the end of the legislative session as possible.

Overview of Future Accountability Systems

The defining component for accountability system design for 2002 – 2005 is the implementation of a new assessment system in 2003 and a more rigorous testing requirement for graduation beginning with the class of 2005. In the absence of statutory changes by the 77th Texas Legislature, new assessments will be administered beginning in 2003 to test reading, writing, language arts, mathematics, science, and social studies. Students will be tested in grades 3-11, with grade 11 assessments defined as the exit-level testing requirements for graduation. At time of publication, TAAS and end-of-course tests will be administered only through 2002.

An overview of accountability system design for these years is provided below:

2002 The structure of the accountability system will be very similar to that used for 2001. However, dropout rate standards will be made more rigorous, TAAS social studies will be added to the rating evaluation, and TAAS reading, writing, and mathematics standards will become more rigorous.

2003 No ratings will be issued this year because 2003 will be the first administration of the new assessment system. These benchmark results may be used to set student passing standards on the tests. Development of the "Phase II" accountability system to be implemented the following year will occur during this ratings hiatus.

2004 Although the full design of the 2004 system is incomplete at this time, it is clear that, in the absence of statutory change, the ratings will minimally include evaluation of:

- New Assessment System Results, Grades 3 – 10: Reading, Writing, Language Arts, Mathematics, Social Studies, and Science;
- District (and possibly campus) School Completion Rates for grades 9 – 12; and
- Growth on the State-Developed Alternative Assessment (SDAA) for Special Education Students.

2005 Evaluation of the assessment results will expand to grades 3 – 11, all subjects.

Table 8 on page 141 illustrates the changes planned for state assessments over the next five years.

Table 8: State Assessments Administered 2001 to 2005

	2001	2002	2003	2004	2005
STATE ASSESSMENTS ADMINISTERED					
TAAS	R, M: *Gr. 3-8, 10* W: *Gr. 4, 8, 10* SS, Sc: *Gr. 8*	R, M: *Gr. 3-8, 10* W: *Gr. 4, 8, 10* SS, Sc: *Gr. 8*	—	—	—
New State Assessment	—	—	R: *Gr. 3-9* ELA: *Gr. 10,11* M: *Gr. 3-11* W: *Gr. 4, 7* SS: *Gr. 8, 10, 11* Sc: *Gr. 5, 10, 11*	R: *Gr. 3-9* ELA: *Gr. 10,11* M: *Gr. 3-11* W: *Gr. 4, 7* SS: *Gr. 8, 10, 11* Sc: *Gr. 5, 10, 11*	R: *Gr. 3-9* ELA: *Gr. 10,11* M: *Gr. 3-11* W: *Gr. 4, 7* SS: *Gr. 8, 10, 11* Sc: *Gr. 5, 10, 11*
State-Developed Alternative Assessment for Special Education Students (SDAA)	R, M, W: *Gr. 3-8* *(baseline)*	R, M, W: *Gr. 3-8* *(growth benchmark)*	R, M, W: *Gr. 3-8*	R, M, W: *Gr. 3-8*	R, M, W: *Gr. 3-10* *(Gr. 9-10 baseline)*
End-of-Course Assessments	Algebra I, Biology, US History, English II	Algebra I, Biology, US History, English II	—	—	—
Reading Proficiency Tests in English for LEP Students (RPTE)	Gr. 3 – High School *(growth benchmark)*	Gr. 3 – High School	Gr. 3 – High School	Gr. 3 – High School	Gr. 3 – High School

Legend: ***R** = Reading;* ***M** = Mathematics;* ***W** = Writing;* ***SS** = Social Studies;* ***Sc** = Science;* ***ELA** = English Language Arts*

Following Student Performance Over Time

Being able to match student results over time will become increasingly important, particularly as new assessments are developed. The State-Developed Alternative Assessment for special education students and the Reading Proficiency Tests in English are both growth measures and accuracy of reported results will absolutely depend upon being able to link a prior year baseline result to current year performance. Currently, the ability to accurately match student information from different sources and dates is critical to calculating the accountability subset, Comparable Improvement, the current performance of prior year TAAS failers, completion rates, and longitudinal dropout rates.

Changes for 2002

2002 Ratings

NEW TAAS SUBJECTS EVALUATED. In 2002, the "all students" results of grade 8 social studies will be evaluated to determine school and district ratings. [Student group results for social studies will become a rating component in 2004.] As always, October subset matching criteria must be met for testing results to be included.

TAAS STANDARDS. The *Academically Acceptable / Acceptable* TAAS passing rate standard for reading, mathematics, and writing will be raised to **55.0** percent. The TAAS passing rate standard for **social studies** will be 90.0 percent for *Exemplary*, 80.0 percent at *Recognized*, and 50.0 percent at *Academically Acceptable / Acceptable*.

MORE RIGOROUS DROPOUT RATE STANDARDS FOR *RECOGNIZED* AND *ACCEPTABLE*. The dropout rate standard for *Recognized* will be lowered to **2.5** percent and for *Academically Acceptable / Acceptable* will drop to **5.0** percent.

2002 Testing

Beginning in 2002, separate TAAS administration dates for schools operating on a year-round calendar will no longer be scheduled.

Additional Indicators

Unless changes in statute direct otherwise, no new Additional Indicators are expected to be introduced in 2002.

New Report-Only Indicators

SPECIAL EDUCATION CAMPUSES. In 2002, the first growth results on the State-Developed Alternative Assessment (SDAA) can be reported for grades 3 – 8 on AEIS reports. The baseline administration occurs in 2001.

Report Delivery

Beginning in 2002, AEIS reports and the School Report Card will be transmitted electronically. See *Section X, Accountability System Reports* for more information on this change.

The Interim: 2003

No district or campus accountability ratings are planned for 2003 because that will be the first year that the new assessments are administered. There are two issues related to this: passing standards on the tests and standards for accountability ratings.

- **TEST PASSING STANDARDS.** At this point it is unknown when the State Board of Education will establish student passing standards for each test. That could occur before the spring administration if field test results are used for that purpose, or the 2003 results could be the basis of their decisions.

- **FUTURE ACCOUNTABILITY RATING STANDARDS.** The agency has already convened focus groups to address some of the planning issues for designing "Phase II" of the accountability system. In their opinion, every aspect of the system should be reexamined in light of the structure of these new tests. For example, by 2003 there will be six TAAS subjects to be evaluated, SDAA results, completion rates, student success initiative results, as well as potentially other new indicators to be incorporated into an accountability rating system. Phase II standards may need a multi-year implementation so as to give districts and schools a fair opportunity for showing high and / or improving performance. Other aspects of the system that may need to be reexamined are:
  - the current practice of assigning a rating category based on the lowest standard met. Given the significant increase in the number of indicators to be evaluated, a weighted model for assigning ratings may be explored;
  - minimum size criteria.

Current plans call for additional focus groups to be convened once results from the new assessments are available for analysis.

What is Expected to Remain Stable in 2004 and Beyond

The new assessment system to be implemented in 2003 is expected to have a significant impact on the design of the accountability system developed for 2004 and beyond. However, there are components of the system that are expected to remain stable under this blueprint. These are:

- the use of multiple rating categories;
- the use of individual student groups;
- determining ratings based on multiple indicators;
- state assessment results used for accountability purposes based on the October subset of students;
- the phase-in process for new indicators;
- provisions for small numbers of students and schools serving grades not tested through the state assessment system; and
- reports and recognitions based on the performance results.

Planning for the Future – Phase II Accountability System Blueprint

The outline in this subsection represents the blueprint which will be used for developing the statewide accountability system for 2004 and beyond. This was defined with the assistance of focus groups of educators, administrators, and school board members; other district and regional education service center representatives; legislative staff; and business and education partners. These years mark the beginning of Phase II of the Texas public school accountability system. Specific changes expected in the years 2004, and 2005 are provided separately to the extent that they are known. Table 9 on pages 149-150 presents the blueprint for the accountability system through 2005.

2004 / 2005 Overview

This information applies generally to accountability system development for the 2004 and 2005 rating cycles.

- **State Assessment Subject Area Tests.** Assessment results for reading, writing, language arts, mathematics, social studies, and science will be used in determining accountability ratings.
- **TAAS Accountability Standards.** Subject area standards will be maintained in the accountability system and they will increase over time. There is interest in ultimately raising the *Acceptable* standard for state assessments to 70.0 percent of students passing, but the increments and schedule for raising the standards will be determined after the 2003 test results can be evaluated.
- **Completion Rates.** 2003 will be the first year that a four-year completion rate for grades 9 – 12 can be computed based completely on information reported on the PEIMS Leaver Record. Plans are to use the completion rate for ratings purposes beginning in 2004.
- **Dropout / Completion Rate Definitions and Standards.** Indicator definitions and standards for completion rates and / or dropout rates will be determined at a later time.
- **Required Improvement.** Required Improvement *as it is currently defined* was eliminated after the 1999 rating cycle. If such a measure is statutorily required in 2004, a new methodology for calculating Required Improvement will be developed.
- **Comparable Improvement.** Assuming that there will be a TLI-type measure available to assess year-to-year progress, Comparable Improvement will be calculated. It will not be used to determine accountability ratings; however, it will continue to be used for Additional Acknowledgment, TSSAS, and AEIS reporting. There are no plans at this time to develop a district-level CI measure.
- **Other Indicators.** Other statutorily defined indicators not used to determine ratings will be designated as either Additional Indicators upon which Additional Acknowledgment can be determined, or Report-Only Indicators, which will appear on AEIS reports and possibly the School Report Card. Other indicators adopted by the State Board of Education will become Report-Only Indicators.
- **Statutory Change.** Legislative action in 2001 and 2003 may affect the accountability system ratings, reports, sanctions, and rewards. At this point in time, such action cannot be predicted.

Developing Assessments

Any and all assessments administered by the state will be incorporated into the state accountability system at the appropriate time. Thus, districts and campuses will be held accountable for all assessment measures developed by the state. A brief summary of anticipated development projects is provided:

SDAA: STATE-DEVELOPED ALTERNATIVE ASSESSMENT. HB 1800, passed in 1997, requires the adoption of a new state assessment instrument appropriate for special education students being taught the essential knowledge and skills (TEKS), but not on grade level, and students for whom allowable modifications to TAAS do not provide an appropriate measure. Therefore, when this new assessment is available, there will be three assessment choices for special education students in grades 3 through 8. *(No alternative assessment is required for the exit-level examination.)* Given that the student is enrolled at the time of testing in grades 3 – 8 at the time of the reading and mathematics tests and / or in grades 4 or 8 at the time of the writing test, these are:

- test the student on TAAS, if he or she is receiving instruction in the essential knowledge and skills on grade level and has no testing accommodations that would invalidate TAAS;
- test the student on the SDAA, if he or she is receiving instruction in the TEKS below grade level; or if the testing modifications required for the TAAS would have invalidated the results; or
- exempt the student if he or she is not receiving instruction in the TEKS, or if the testing modifications required for the SDAA would have invalidated the results. [These students must take an alternate non-state assessment selected by the ARD committee.]

Performance on the SDAA differs from the TAAS in two distinct ways:

1. Unlike the TAAS tests which have uniform passing standards set by the State Board of Education, the passing rate for this alternative assessment will be set individually for each student by his or her ARD committee.
2. The TAAS pass / fail status can be determined for any given test; for the alternative assessment, pass / fail status depends on meeting a growth standard measured on two administrations of the test, given a year apart. Because the alternative assessment has been designed to measure an individual's performance growth, two assessments are needed: one which will be used as the baseline and a second with which to measure progress against that baseline.

Developing Assessments *(cont.)*

A baseline administration of the alternative special education assessment for grades 3 – 8 will be given in the spring of 2001. The percent of students meeting their expected growth standard as determined after the 2002 administration will be reported on the 2001-02 AEIS. The authorizing legislation specifically requires inclusion of the results of those tested on the alternative assessment in the accountability system by 2003; however, it prohibits aggregating results from this assessment by grade and subject. The baseline administration of the SDAA for grades 9 – 10 will be given in the spring of 2005.

Beginning in 2001 when this assessment is available statewide, the Texas Education Agency is required to investigate the exemption policies of districts exceeding statutory maximums. (See TEC §39.027 in *Section XV, Appendix I.*)

READING PROFICIENCY TESTS IN ENGLISH. A reading proficiency test in English (RPTE) is administered to LEP students in grades 3 – 12 who have not achieved a rating of "advanced" during a previous RPTE administration. For LEP students who are tested on the RPTE in consecutive years, it will be possible to measure growth made by students remaining in Bilingual or ESL programs for more than one year. Growth on the RPTE will be reported on AEIS as soon as such a measure becomes available. There are no current plans to include the RPTE in the rating system.

Completion Rates

DISTRICT COMPLETION RATES. If authorized by legislative change, expect a longitudinal high school completion rate indicator to be incorporated into the accountability system as a Base Indicator in the ratings evaluation for 2004 and beyond. District-level completion rates for grades 9-12 were reported for the first time on 1998 AEIS reports. Enrollment, attendance, leaver, and GED completion information must be linked across six school years to create this measure.

Future Research

The agency continues to research issues that may affect the accountability system in future years. A number of issues must be addressed to establish the implementation details for Phase II of the Texas public school accountability system which will begin with 2004. These are briefly described.

- Establishing a rating structure when the maximum number of base indicators to be evaluated will increase from 20 [3 assessment subjects x 5 groups and dropout rates (5)] to 37 [6 assessment subjects x 5 groups,

Future Research
(cont.)

dropout / completion rates (5), and SDAA (1).] If other statutory indicators become base indicators, that will add to the maximum number of indicators to be evaluated.

- The new assessment system has three language arts related assessments: reading in grades 3-9, writing in grades 4 and 7, and English language arts in grades 10 and 11. Whether each of these subjects should be evaluated separately within the accountability system or whether a combined measure of language arts performance should be evaluated must be determined.
- Indicator definitions for growth results on the SDAA must be developed.
- Definitions for a completion rate indicator must be developed. The agency currently reports the percent of 9th graders who graduated, received their GED, or continued in high school, four years later. Any one of the first three components or a specific combination of these measures could be designated as the completion rate indicator.
- Accountability rating standards for each indicator must be established.
- Required Improvement has not been applied in the accountability system since 1999. Once a new accountability system structure has been developed and if there is still a statutory requirement for Required Improvement, measures must be defined.
- The Student Success Initiative, which requires students in grades 3, 5, and 8 to pass specific state assessments in order to be promoted without the intervention of a grade placement committee, will be implemented for third graders beginning in 2003. Those students are required to pass the reading assessment. The spring 2003 grade 3 will be available for reporting in 2003; information regarding the following year's performance of those who failed will be reported in 2004. How results on the statutory indicators related to this program will be treated within the accountability system must be determined.

Table 9: Blueprint for Accountability Indicators and Standards 2001 to 2005

	2001	2002	2003	2004	2005
STATE ASSESSMENTS EVALUATED FOR RATINGS					
TAAS	Gr. 3-8, 10: R, W, M, *all students & student groups*	Gr. 3-8, 10: R, W, M, *all students & student groups,* **SS, *all students***	—	—	—
New State Assessment	—	—	**none**	**Gr. 3-10:** R, W, M, SS, **Sc** *all students & student groups*	**Gr. 3-11:** R, W, M, SS, Sc *all students & student groups*
State-Developed Alternative Assessment (SDAA) for Special Education Students	—	—	**none**	**Gr. 3-8** *[Reading, writing, and mathematics will be aggregated to a single growth measure as required by statute.]*	Gr. 3-8
End-of-Course Assessments	Credit given for 10th graders who have met graduation requirements via EOC tests, and did not take TAAS exit	Credit given for 10th graders who have met graduation requirements via EOC tests, and did not take TAAS exit	—	—	—
TAAS / NEW STATE ASSESSMENT PASSING RATE STANDARDS					
Exemplary	>=90.0%	>=90.0%	**N / A**	>=90.0%	>=90.0%
Recognized	>=80.0%	>=80.0%		>=80.0%	>=80.0%
Academically Acceptable / Acceptable	>= 50.0%	**55%: R, W, M; 50%: SS**		**TBD**	**TBD**
Academically Unacceptable / Low-performing	<50.0%	*< Acceptable*		*< Acceptable*	*< Acceptable*
SDAA STANDARDS	—	—	**N / A**	**TBD**	**TBD**
MINIMUM SIZE REQUIREMENTS FOR EVALUATION OF STUDENT GROUPS	30 – 10% – 50	TBD	**N / A**	**TBD**	TBD
STUDENT SUCCESS INITIATIVE	—	—	—	**data for grade 3; use: report**	data for grade 3; **use: TBD**

Legend: *TBD = To Be Determined; N / A = Not Applicable; R = Reading; W = Writing; M = Mathematics; SS = Social Studies; Sc = Science, ELA = English Language Arts*

Bold text indicates change from prior year.

Table 9: Blueprint for Accountability Indicators and Standards 2001 to 2005 *(continued)*

	2001	2002	2003	2004	2005
DROPOUT MEASURES AVAILABLE					
Annual Dropout Rate, Grades 7-12 *[district and campus]*	✓	✓	✓	✓	✓
Completion Rate, Grades 9-12, 4 year rates based solely on the Leaver Collection *[districts and campuses serving grades 9-12 inclusive]*	—	—	✓	✓	✓
DROPOUT RATE STANDARDS (GR. 7–12) *[for all students and each individual student group]*					
Exemplary	<=1.0%	<=1.0%	N / A	**TBD, If necessary**	**TBD, If necessary**
Recognized	<=3.0%	<= 2.5%		**TBD, If necessary**	**TBD, If necessary**
Academically Acceptable / Acceptable	< = 5.5%	< = 5.0%		**TBD, If necessary**	**TBD, If necessary**
Academically Unacceptable / Low-performing	>5.5%	>5.0%		**TBD, If necessary**	**TBD, If necessary**
COMPLETION RATE STANDARDS (GR. 9–12) *[for all students and each individual student group]*					
Exemplary	—	—	N / A	**TBD**	**TBD**
Recognized	—	—		**TBD**	**TBD**
Academically Acceptable / Acceptable	—	—		**TBD**	**TBD**
Academically Unacceptable / Low-performing	—	—		**TBD**	**TBD**
DISTRICT SPECIAL EDUCATION COMPLIANCE STATUS (beginning in 2001, statutorily required ARD exemption analysis will contribute to compliance status)	✓	✓	✓	✓	✓

Legend: *TBD = To Be Determined; N / A = Not Applicable*

Bold text indicates change from prior year.

Section XIV – Accountability System Facts

The Texas public school accountability system has been in place since 1993. This system depends upon the existence of a statewide curriculum, a statewide assessment system based on that curriculum, a comprehensive data collection system, and a set of statutes that have essentially remained stable over the past five years. This stability permits analysis of statewide change in performance on the academic excellence indicators, as well as on the accountability system outcomes. In preparation for the ratings release each August, the Texas Education Agency annually prepares a number of summary documents which may be of general use to educators as well as the press. A variety of these analyses are provided in this section.

Rating Trends

Each year, more districts and campuses have earned the highest ratings, and the number of low-performing districts and schools has declined. These trends have occurred even as the number of students included in the system have increased and the standards for both the *Recognized* and *Acceptable* ratings have been raised. Information about districts and schools evaluated in 2000 is provided below:

- ***Exemplary***
  In 2000, the number of schools rated *Exemplary* increased by almost 16 percent over the number earning that rating in 1999, and increased by 19-fold over the number earning that rating in 1994.
- ***Recognized***
  In 2000, the number of schools rated *Recognized* increased by 9 percent over the number earning that rating in 1999, and increased by almost four fold over the number earning that rating in 1994;
- ***Academically Unacceptable / Low-performing***
  Of the 146 schools rated *Low-performing* in 2000, the majority received the rating due to poor performance on TAAS, particularly TAAS mathematics and TAAS writing. Less than one-fifth received the rating due to high dropout rates.

Rating Trends

- ***Percent Tested***
  In 2000, the percent of all students tested in grades 3 – 8, and 10 increased over the percent tested in 1999. Conversely, the percent of students exempted from TAAS decreased. Of all students enrolled on the day of testing, 85.5 percent were included in the accountability subset of students used to determine ratings. This represents a slight increase over 1999. Mobile students, whose results do not affect accountability ratings, accounted for 4.6 percent of all students in tested grades.

Facts Provided

The charts and tables provided in this section are listed below. In some cases, similar district and campus information is available on the TEA website. (See Section XII, *Additional Information* for details.)

- Accountability Indicators and Standards, 1995 to 2000
- State Performance on Accountability Indicators, 1995 to 2000
- District Ratings, 1996 to 2000
- Campus Ratings, 1996 to 2000
- 2000 Campus Ratings by School Type
- 2000 Ratings with Enrollment Summaries
- Reasons for Being Rated *Academically Unacceptable / Low-performing*: 1995 to 2000
- 2000 Acknowledgment on Additional Indicators
- 2000 Campus Comparable Improvement Quartiles by Rating Category
- 2000 TAAS Participation Profile *[Chart]*
- 2000 TAAS Participation Profile, by Rating Category

ACCOUNTABILITY INDICATORS AND STANDARDS 1995 TO 2000

	1995	1996	1997	1998	1999	2000
TAAS PASSING STANDARDS FOR READING, WRITING, AND MATHEMATICS (GR. 3-8, 10) ***[for all students and each individual student group]***						
Exemplary	>=90.0%	>=90.0%	>=90.0%	>=90.0%	>=90.0%	>=90.0%
Recognized	>=65.0%	>=70.0%	>=75.0%	>=80.0%	>=80.0%	>=80.0%
*Academically Acceptable * / Acceptable*	>= 25.0%	>= 30.0%	>= 35.0%	>= 40.0%	>= 45.0%	>= 50.0%
*Academically Unacceptable * / Low-performing*	< 25.0%	<30.0%	<35.0%	<40.0%	<45.0%	<50.0%
DROPOUT RATE STANDARDS (GR. 7–12) ***[for all students and each individual student group]***						
Exemplary	<=1.0%	<=1.0%	<=1.0%	<=1.0%	<=1.0%	<=1.0%
Recognized	<=3.5%	<=3.5%	<=3.5%	<=3.5%	<=3.5%	<=3.5%
*Academically Acceptable * / Acceptable*	n / a	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%
*Academically Unacceptable */ Low-performing*	n / a	>6.0% ☆	>6.0% ☆	>6.0% ☆	>6.0% ☆	>6.0% ☆
ATTENDANCE RATE STANDARD (GR. 1-12) †	>=94.0%	>=94.0%	>=94.0%	>=94.0%	>=94.0%	>=94.0%
AT WHAT LEVELS OF PERFORMANCE REQUIRED IMPROVEMENT IS ANALYZED ***[for all students and each individual student group]***						
To Be Rated *Recognized*: *TAAS Reading, Mathematics, and Writing*	70.0% - 79.9%	70.0% - 79.9%	75.0% - 79.9%	n / a	n / a	n / a
To Avoid *Academically Unacceptable / Low-performing*						
TAAS Reading, Mathematics, and Writing	< 25.0%	< 30.0%	< 35.0%	< 40.0%	< 45.0%	n / a
Dropout Rate	> 6.0%	> 6.0%	> 6.0%	> 6.0%	> 6.0%	n / a

☆ Special conditions for a single dropout rate exceeding the 6.0 percent standard apply.

† The attendance rate standard is waived for the *Academically Acceptable / Acceptable* rating if failure to meet that standard would be the sole reason that the school would be *Low-performing* or the district *Academically Unacceptable*.

* In 1995 and 1996, the district ratings used were: *Exemplary, Recognized, Accredited*, and *Accredited Warned*. A statutory change in 1997 resulted in use of the current labels.

NOTE: 2000 rating counts are as of October 2000.

STATE PERFORMANCE ON ACCOUNTABILITY INDICATORS: 1995 TO 2000

Base Indicator	1995 ‡◈	1996 ‡◈	1997 ‡◈	1998 ‡◈	1999 ‡ ♣	2000 ‡ ●	Chg: 95-00
TAAS Results, *summed across grades [accountability subset]*							
Low-performing Standard	25%	30%	35%	40%	45%	50%	+25%
READING							
All Students	78.4%	80.4%	84.0%	87.0%	86.5%	87.4%	+9.0%
African American	63.0%	66.8%	73.2%	78.2%	78.2%	80.8%	+17.8%
Hispanic	67.9%	70.3%	75.3%	79.5%	79.5%	80.7%	+12.8%
White	88.4%	90.0%	92.4%	94.2%	93.7%	94.3%	+5.9%
Economically Disadvantaged	66.1%	68.4%	73.7%	78.4%	78.2%	79.8%	+13.7%
MATHEMATICS							
All Students	65.9%	74.2%	80.1%	84.2%	85.7%	87.4%	+21.5%
African American	43.8%	55.0%	64.1%	70.5%	72.8%	77.0%	+33.2%
Hispanic	52.3%	63.9%	71.8%	77.7%	80.7%	82.9%	+30.6%
White	79.2%	85.0%	89.5%	91.9%	92.5%	93.6%	+14.4%
Economically Disadvantaged	51.4%	62.3%	70.5%	76.1%	78.7%	81.1%	+29.7%
WRITING							
All Students	82.0%	82.9%	85.3%	87.4%	88.2%	88.2%	+6.2%
African American	70.5%	72.8%	76.1%	80.4%	81.9%	82.4%	+11.9%
Hispanic	73.4%	74.2%	77.6%	80.9%	83.1%	82.3%	+8.9%
White	89.7%	90.5%	92.5%	93.4%	93.1%	94.0%	+4.3%
Economically Disadvantaged	71.5%	72.9%	76.0%	79.7%	81.4%	81.3%	+9.8%
Annual Dropout Rate, Gr. 7-12							
All Students	2.6%	1.8%	1.8%	1.6%	1.6%	1.6%	−1.0%
African American	3.2%	2.3%	2.3%	2.0%	2.1%	2.3%	−0.9%
Hispanic	3.9%	2.7%	2.5%	2.3%	2.3%	2.3%	−1.6%
White	1.5%	1.2%	1.1%	1.0%	0.9%	0.8%	−0.7%
Economically Disadvantaged	2.7%	1.9%	1.7%	1.6%	1.6%	1.5%	−1.2%
Attendance Rate, Grades 1-12	95.1%	95.1%	95.1%	95.2%	95.3%	95.4%	+0.3%

LEGEND

‡ TAAS tests evaluated: reading & mathematics: grades 3-8 & 10; writing: grades 4, 8, & 10.

The accountability subset includes:

◈ only non-special education students tested in English.

♣ non-special education and special education students tested in English, and Spanish TAAS test takers in grades 3 & 4, reading & mathematics.

● non-special education and special education students tested in English, and Spanish TAAS test takers in grades 3 -6, reading, writing & mathematics.

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State Performance on Accountability Indicators: 1995 to 2000 *(continued)*

Additional Indicator	1995 [Class of 1994]	1996 [Class of 1995]	1997 [Class of 1996]	1998 [Class of 1997]	1999 [Class of 1998]	2000 [Class of 1999]	Change
College Admissions Test Results							
PERCENT TESTED *[change: 1995 – 2000]*							
All Students	64.8%	64.8%	64.7%	63.6%	61.7%	61.8%	–3.0%
African American	59.7%	59.1%	60.1%	58.2%	55.9%	58.6%	–1.1%
Hispanic	49.0%	49.3%	48.8%	46.9%	44.6%	44.5%	–4.5%
White	71.0%	71.2%	71.1%	70.6%	69.4%	68.9%	–2.1%
PERCENT EXCEEDING THE CRITERION SCORE *[change: 1997 – 2000]*							
All Students	17.4%*	18.0%*	26.3%	26.6%	27.2%	27.2%	+0.9%
African American	4.7%*	5.0%*	6.8%	7.1%	7.6%	7.8%	+1.0%
Hispanic	5.4%*	5.7%*	10.1%	10.9%	10.8%	11.0%	+0.9%
White	24.8%*	25.5%*	34.6%	34.6%	35.6%	35.6%	+1.0%
MEAN SAT I SCORE** *[change: 1997 – 2000]*							
All Students	—	—	993	992	992	989	–4
African American	—	—	852	849	848	846	–6
Hispanic	—	—	908	907	904	899	–9
White	—	—	1043	1044	1045	1043	0
MEAN ACT SCORE *[change: 1993 – 1999]*							
All Students	20.1	20.0	20.1	20.1	20.3	20.2	+0.1
African American	17.2	17.2	17.1	17.2	17.3	17.4	+0.2
Hispanic	18.0	18.0	17.9	18.0	18.1	18.1	+0.1
White	21.4	21.3	21.4	21.4	21.6	21.5	+0.1
TAAS / TASP Equivalency‡ *[change: 1998 – 2000]*							
All Students	—	39.9%	40.0%	41.2%	45.0%	53.5%	+12.3%
African American	—	19.1%	19.2%	20.5%	25.6%	34.9%	+14.4%
Hispanic	—	23.7%	24.1%	25.7%	30.3%	37.7%	+12.0%
White	—	51.6%	51.2%	52.7%	56.4%	65.5%	+12.8%
Economically Disadvantaged	—	20.9%	22.0%	23.3%	27.3%	34.9%	+11.6%

* For the classes of 1992 - 1995, the percent exceeding the criterion score was based on *graduates*. Beginning with the class of 1996, the measure is based on *college admission test examinees*.

** Scores on the recentered SAT I were reported for the first time for the class of 1996. Comparisons to previous SAT scores are invalid.

‡ TAAS / TASP equivalency standards were modified for the class of 1995. Class of 1997 and class of 1998 include special education graduates; prior years do not. Comparisons to previous measures are invalid.

State Performance on Accountability Indicators: 1995 to 2000 *(continued)*

Additional Indicator (cont.)	1995 [Class of 1994]	1996 [Class of 1995]	1997 [Class of 1996]	1998 [Class of 1997]	1999 [Class of 1998]	2000 [Class of 1999]	Change
Recommended High School Program† *[change: 1996 – 1999]*							
All Students	n / a	0.3%	0.5%	1.4%	8.7%	15.0%	+14.7%
African American	n / a	0.4%	0.2%	1.1%	4.7%	9.9%	+9.5%
Hispanic	n / a	0.1%	0.6%	1.1%	6.0%	10.9%	+10.8%
White	n / a	0.4%	0.5%	1.6%	10.8%	17.9%	+17.5%
Economically Disadvantaged	n / a	0.2%	0.6%	1.2%	5.4%	9.4%	+9.2%

† The class of 1998 was the first for which the State Board of Education's Recommended High School Program requirements were fully implemented.

DISTRICT RATINGS: 1996 to 2000

District Rating	1996		1997		1998		1999		2000	
	Count	% of Districts	Count	% of Districts	Count	% of Districts	Count	% of Districts	Count	% of Districts
Exemplary	37	3.5%	65	6.2%	120	11.5%	122	11.7%	168	16.1%
Recognized	209	20.0%	321	30.8%	329	31.6%	383	36.8%	439	42.2%
Academically Acceptable	788	75.5%	650	62.3%	585	56.1%	523	50.2%	429	41.2%
Academically Unacceptable	8	0.8%	4	0.4%	6	0.6%	7	0.7%	5	0.5%
Unacceptable: SAI *	2	0.2%	3	0.3%	2	0.2%	3	0.3%	0	0.0%
Unacceptable: Data Quality	n/a	0.0%	n/a	0.0%	n/a	0.0%	4	0.4%	0	0.0%
Total	1,044	100.0%	1,043	100.0%	1,042	100.0%	1,042	100.0%	1,041	100.0%
Charter	n/a		16		19		61		142	

* *Special Accreditation Investigation*

NOTE: 2000 rating counts are as of October 2000.

CAMPUS RATINGS: 1996 to 2000

Campus Rating	1996		1997		1998		1999		2000	
	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses
Exemplary	394	6.2%	683	10.5%	1,048	15.7%	1,120	16.5%	1,296	18.8%
Recognized	1,309	20.6%	1,617	24.8%	1,666	25.0%	1,843	27.1%	2,009	29.1%
Acceptable	4,127	64.9%	3,679	56.5%	3,365	50.5%	3,147	46.3%	2,916	42.2%
Acceptable: Data Issues	n/a	0.0%	n/a	0.0%	n/a	0.0%	36	0.5%	0	0.0%
Low-performing	108	1.7%	67	1.0%	59	0.9%	96	1.4%	146	2.1%
Not Rated (PK – K)	111	1.7%	120	1.8%	118	1.8%	124	1.8%	135	2.0%
Not Rated (1st Yr. Charter)	n/a	0.0%	16	0.2%	3	0.0%	44	0.6%	62	0.9%
Not Rated (Charter Insufficient Data)	n/a	0.0%	n/a	0.0%	n/a	0.0%	n/a	0.0%	12	0.2%
Alternative Education	309	4.9%	331	5.1%	406	6.1%	394	5.8%	327	4.7%
AE: Commended	n / a		n / a		n / a		n / a		5	*[0.0%]*
AE: Acceptable	n / a		284	*[4.4%]*	316	*[4.7%]*	354	*[5.2%]*	273	*[4.0%]*
AE: Needs Peer Review	n / a		47	*[0.7%]*	67	*[1.0%]*	24	*[0.4%]*	33	*[0.5%]*
AE: Not Rated	309		0	*[0.0%]*	23	*[0.3%]*	16	*[0.2%]*	16	*[0.2%]*
Total	6,358	100.0%	6,513	100.0%	6,665	100.0%	6,804	100.0%	6,903	100.0%

NOTE: 2000 rating counts are as of October 2000.

CHARTER SCHOOL RATINGS: 1998 to 2000

Campus Rating	1998		1999		2000	
	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses
Exemplary	0	0.0%	2	3.0%	5	2.8%
Recognized	1	5.0%	3	4.5%	7	4.0%
Acceptable	7	35.0%	7	10.6%	34	19.3%
Low-performing	2	10.0%	3	4.5%	20	11.4%
Not Rated (PK – K)	0	0.0%	1	1.5%	3	1.7%
Not Rated (1st Yr. Charter)	3	15.0%	44	66.7%	62	35.2%
Not Rated (Charter Insufficient Data)					12	6.8%
Alternative Education	7	35.0%	6	9.1%	33	18.7%
AE: Commended					0	*0.0%*
AE: Acceptable	*2*	*10.0%*	5	*7.6%*	9	*5.1%*
AE: Needs Peer Review	*5*	*25.0%*	1	*1.5%*	24	*13.6%*
AE: Not Rated	*0*	*0.0%*	0	*0.0%*	0	*0.0%*
Total	20	100.0%	66	100.0%	176	100.0%

NOTE: 2000 rating counts are as of October 2000.

2000 CAMPUS RATINGS BY SCHOOL TYPE

Rating	Elementary	Middle / Jr. High	High School	Multi-level	Total
Exemplary	763	168	308	57	1,296
Recognized	1,209	410	321	69	2,009
Acceptable	1,651	728	456	81	2,916
Low-performing	76	23	27	20	146
Not Rated (PK – K)	135	0	0	0	135
Not Rated (1st Yr. Charter)	17	2	22	21	62
Not Rated (Charter: Insufficient Data)	0	1	7	4	12
Alternative Education	4	14	272	37	327
TOTAL	3,855	1,346	1,413	289	6,903

2000 RATINGS WITH ENROLLMENT SUMMARIES

Rating	DISTRICT				CAMPUS			
	Count	% of Districts	2000 Enrollment	% of Total Enrollment	Count	% of Campuses	2000 Enrollment	% of Total Enrollment
Exemplary	168	16.1%	182,404	4.6%	1,296	18.8%	662,052	16.6%
Recognized	439	42.2%	1,538,528	38.5%	2,009	29.1%	1,137,647	28.6%
Acceptable	429	41.2%	2,243,577	56.2%	2,916	42.2%	2,026,971	50.9%
Academically Unacceptable / Low-performing	5	0.5%	1,587	0.0%	146	2.1%	79,937	2.0%
Charter	142	—	25,687	0.6%				
Not Rated (PK – K)					135	2.0%	36,154	0.9%
*Not Rated (Charter) **					74	1.1%	7,437	0.2%
Alternative Education					327	4.7%	28,213	0.7%
TOTAL	1,041 *	100.0%	3,991,783	100.0%	6,903	100.0%	3,978,411	100.0%

** District Count Total does not include Charters.*

NOTE: 2000 rating counts are as of October 2000.

REASONS FOR BEING RATED *Academically Unacceptable / Low-performing*: 1996 to 2000

Reason	1996		1997		1998		1999		2000	
	District	Campus	District	Campus	District	Campus	District	Campus	District	Campus
Failed Dropouts Only	7	29	1	20	3	14	6	21	1	21
Failed Reading Only	0	1	1	4	0	3	1	5	0	7
Failed Mathematics Only	1	61	2	28	0	16	0	30	0	49
Failed Writing Only	0	7	0	5	3	17	0	18	2	35
Failed Dropouts and Reading	0	0	0	1	0	0	0	1	0	0
Failed Dropouts and Mathematics	0	4	0	1	0	0	0	0	0	3
Failed Dropouts and Writing	0	0	0	0	0	0	0	0	0	1
Failed Dropouts, Reading and Mathematics	0	0	0	0	0	0	0	3	0	1
Failed Dropouts, Mathematics and Writing	0	0	0	0	0	0	0	1	0	0
Failed Dropouts, Reading, Mathematics, and Writing	0	0	0	0	0	1	0	0	0	1
Failed Reading and Mathematics	0	3	0	6	0	3	0	4	2	9
Failed Reading and Writing	0	0	0	1	0	0	0	0	0	4
Failed Mathematics and Writing	0	2	0	0	0	2	0	2	0	7
Failed Reading, Mathematics, and Writing	0	1	0	1	0	1	0	3	0	8
Data Issues	—	—	—	—	0	2	0	8	—	—
TOTAL	8	108	4	67	6	59	7	96	5	146

2000 ACKNOWLEDGMENT ON ADDITIONAL INDICATORS

Acknowledgments Class of 1999	DISTRICT						CAMPUS					
	College Admissions		TASP / TAAS Equivalency		RHSP Participation		College Admissions		TASP / TAAS Equivalency		RHSP Participation	
	Count	% of Districts	Count	% of Districts	Count	% of Districts	Count	% of Campuses	Count	% of Campuses	Count	% of Campuses
Acknowledged	11	1.1%	28	2.7%	153	14.7%	19	0.3%	35	0.5%	192	2.8%
Does Not Qualify	953	91.5%	936	89.9%	811	77.9%	1,171	17.0%	1,145	16.6%	1,006	14.6%
Not Eligible	2	0.2%	2	0.2%	2	0.2%	27	0.4%	26	0.4%	29	0.4%
Not Applicable	75	7.2%	75	7.2%	75	7.2%	5,150	74.6%	5,161	74.8%	5,140	74.5%
Charter	142	—	142	—	142	—						
Not Rated (PK – K)							135	2.0%	135	2.0%	135	2.0%
Not Rated: (Charter)							74	1.1%	74	1.1%	74	1.1%
Alternative Education							327	4.7%	327	4.7%	327	4.7%
Total	1,041	100.0%	1,041	100.0%	1,041	100.0%	6,903	100.0%	6,903	100.0%	6,903	100.0%

NOTE: *RHSP means Recommended High School Program*

Acknowledgments for 2000 Campus Comparable Improvement	Campuses					
	Elementary	Middle	High School	Other	Count	% of Campuses
Acknowledged: Reading	669	173	170	28	1,040	15.1%
Acknowledged: Mathematics	107	107	32	13	259	3.8%
Acknowledged: Reading and Mathematics	108	114	31	5	258	3.7%
Does Not Qualify	2,734	910	852	161	4,657	67.5%
Not Eligible	79	24	27	20	153	2.2%
Not Applicable	0	0	0	0	0	0.0%
Not Rated (PK – K)	135	0	0	0	135	2.0%
*Not Rated: (Charter)**	17	3	29	25	74	1.1%
Alternative Education	4	14	272	37	327	4.7%
Total	3,853	1,345	1,413	289	6,903	100.0%

For explanations of the Acknowledgment categories, see *Section IV, 2001 Acknowledgments and Recognitions.*

- *Charters operating in their first year do not have their schools rated, unless the charter's administration specifically requests to be evaluated. Charters without data are not rated either.*

2000 CAMPUS COMPARABLE IMPROVEMENT BY RATINGS CATEGORIES

MATHEMATICS	QUARTILES					TOTAL	% Matched Students with TLI >= 85 in Prior Year
2000 Rating	Q1	Q2	Q3	Q4	No Quartile		
Exemplary	411 (31.7%)	352 (27.2%)	298 (23.0%)	198 (15.3%)	37 (2.9%)	1,296	61.9%
Recognized	576 (28.7%)	525 (26.1%)	465 (23.1%)	423 (21.1%)	20 (1.0%)	2,009	50.2%
Acceptable	618 (21.2%)	648 (22.2%)	716 (24.6%)	895 (30.7%)	39 (1.3%)	2,916	43.0%
Low-Performing	25 (17.1%)	19 (13.0%)	25 (17.1%)	59 (40.4%)	18 (12.3%)	146	31.0%
TOTAL	1,630	1,544	1,504	1,575	114	6,367	48.1%

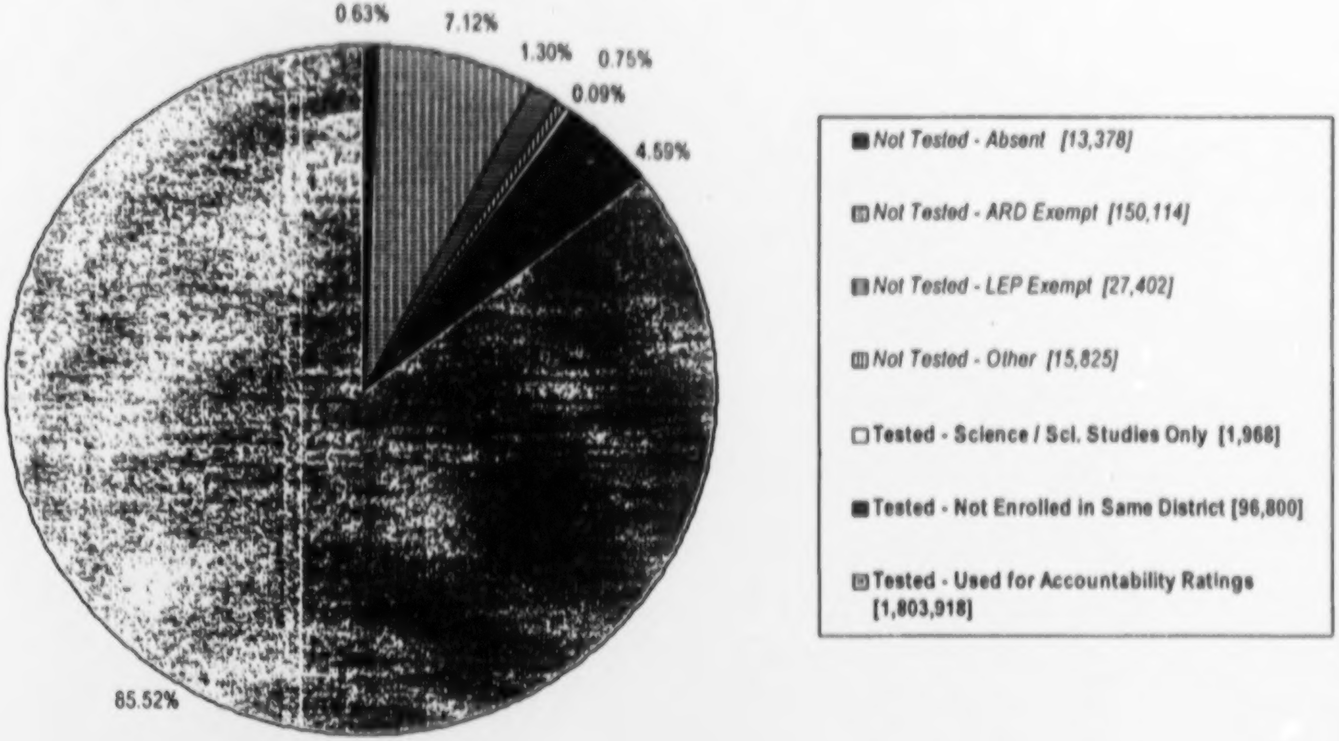
N = 6,367; CI Mathematics not calculated for 114 schools. Any school with fewer than 10 matched students (with a prior year TLI of less than 85) for a subject will not have a quartile position assigned.

READING	QUARTILES					TOTAL	% Matched Students with TLI >= 85 in Prior Year
2000 Rating	Q1	Q2	Q3	Q4	No Quartile		
Exemplary	435 (33.6%)	298 (23.0%)	238 (18.4%)	169 (13.0%)	156 (12.0%)	1,296	79.4%
Recognized	580 (28.9%)	486 (24.2%)	471 (23.4%)	411 (20.5%)	61 (3.0%)	2,009	66.8%
Acceptable	568 (19.5%)	639 (21.9%)	726 (24.9%)	921 (31.6%)	62 (2.1%)	2,916	57.2%
Low-Performing	22 (15.1%)	22 (15.1%)	28 (19.2%)	55 (37.7%)	19 (13.0%)	146	44.4%
TOTAL	1,605	1,445	1,463	1,556	298	6,367	63.5%

N =6,367, CI Reading not calculated for 298 schools. Any school with fewer than 10 matched students (with a prior year TLI of less than 85) for a subject will not have a quartile position assigned.

2000 TAAS PARTICIPATION PROFILE — English and Spanish Testing

(Disposition of the 2,109,405 Answer Documents Submitted)



Sections charted in patterns denote assessment practice or conditions; sections charted in shades of black denote policy exclusions.

2000 TAAS PARTICIPATION PROFILE, BY RATING CATEGORY

(Includes Results for Spring and Year-round Education Administrations, and Spanish Testing)

			Exemplary	*Recognized*	*Acceptable*	*Low-performing*	*Alt Ed*	*All Others*	*Total*
‡ All Students Answer Documents			352,086	635,520	1,167,857	41,973	6,273	10,973	2,214,682
COUNTS									
	NOT TESTED	*Absent*	*1,341*	*2,745*	*8,762*	*710*	*334*	*198*	*14,090*
		ARD Exempt	*20,338*	*47,662*	*85,280*	*2,897*	*288*	*1,121*	*157,586*
		LEP Exempt	*1,892*	*6,664*	*18,158*	*1,174*	*375*	*73*	*28,336*
		Other	*1,360*	*4,111*	*9,993*	*711*	*323*	*387*	*16,885*
	TESTED	Science / Soc. Studies Only	**153**	**606**	**1,131**	**42**	**6**	**30**	**1,968**
		Not Enrolled in Same District	**12,885**	**27,874**	**55,726**	**2,471**	**1,134**	**2,891**	**102,981**
		USED FOR ACCOUNTABILITY RATINGS	314,117	545,858	988,807	33,968	3,813	6,273	1,892,836
PERCENTS									
	NOT TESTED	*Absent*	*0.4%*	*0.4%*	*0.8%*	*1.7%*	*5.3%*	*1.8%*	*0.6%*
		ARD Exempt	*5.8%*	*7.5%*	*7.3%*	*6.9%*	*4.6%*	*10.2%*	*7.1%*
		LEP Exempt	*0.5%*	*1.0%*	*1.6%*	*2.8%*	*6.0%*	*0.7%*	*1.3%*
		Other	*0.4%*	*0.6%*	*0.9%*	*1.7%*	*5.1%*	*3.5%*	*0.8%*
	TESTED	Science / Soc. Studies Only	**0.0%**	**0.1%**	**0.1%**	**0.1%**	**0.1%**	**0.3%**	**0.1%**
		Not Enrolled in Same District	**3.7%**	**4.4%**	**4.8%**	**5.9%**	**18.1%**	**26.3%**	**4.6%**
		USED FOR ACCOUNTABILITY RATINGS	89.2%	85.9%	84.7%	80.5%	60.8%	57.2%	85.5%

‡ An answer document must be submitted for all students in grades 3-8 and 10 enrolled on the day of testing.

NOTES: *Italicized text* in shaded areas denotes accountability exclusions due to assessment practice or conditions; **bold text** denotes policy exclusions.

Total number of answer documents will not match state totals because this table includes counts for schools that are paired for accountability rating purposes.

TAAS test takers in *Alternative Education* and *All Others* schools contribute to the district accountability rating.

2000 TAAS PARTICIPATION PROFILE, BY RATING CATEGORY *(continued)*

PERCENT TESTED SUMMARY (All Students)

	Exemplary	*Recognized*	*Acceptable*	*Low-performing*	*Alt Ed*	*All Others*	*Total*
(1) ***Number Exempt, Absent, or Not Scored***	***24,931***	***61,182***	***122,193***	***5,492***	***1,320***	***1,779***	***216,897***
(2) Number Tested	327,155	574,338	1,045,664	36,481	4,953	9,194	1,997,785
(3) Number of Answer Documents {(1) + (2)}	352,086	635,520	1,167,857	41,973	6,273	10,973	2,214,682
(4) Percent Tested {(2) / (3)}	92.9%	90.4%	89.5%	86.9%	79.0%	83.8%	90.2%

NOTES: *Italicized text* in shaded areas denotes accountability exclusions due to assessment practice or conditions; **bold text** denotes policy exclusions.

Total number of answer documents will not match state totals because this table includes counts for schools that are paired for accountability rating purposes.

TAAS test takers in *Alternative Education* and *All Others* schools contribute to the district accountability rating.

Appendix A – Statutory Requirements

Assessment Statutes

§39.021

Texas Education Code §39.021. ESSENTIAL SKILLS AND KNOWLEDGE. The State Board of Education by rule shall establish the essential skills and knowledge that all students should learn to achieve the goals provided under Section 4.002.

§39.022

Texas Education Code §39.022. ASSESSMENT PROGRAM. The State Board of Education by rule shall create and implement a statewide assessment program that is knowledge- and skills-based to ensure school accountability for student achievement that achieves the goals provided under Section 4.002. After adopting rules under this section, the State Board of Education shall consider the importance of maintaining stability in the statewide assessment program when adopting any subsequent modification of the rules.

§39.023

Texas Education Code §39.023. ADOPTION AND ADMINISTRATION OF INSTRUMENTS.

(a) The agency shall adopt or develop appropriate criterion-referenced assessment instruments designed to assess essential knowledge and skills in reading, writing, mathematics, social studies, and science. All students, except students assessed under Subsection (b) or (*l*) or exempted under Section 39.027, shall be assessed in:

  (1) mathematics, annually in grades three through seven without the aid of technology and in grades eight through 11 with the aid of technology on any assessment instruments that include algebra;

  (2) reading, annually in grades three through nine;

  (3) writing, including spelling and grammar, in grades four and seven;

  (4) English language arts, in grade ten;

  (5) social studies, in grades eight and 10; and

  (6) science, in grades five and 10.

(b) The agency shall develop or adopt appropriate criterion-referenced assessment instruments to be administered to each student in a special education program under Subchapter A, Chapter 29, who receives instruction in the essential knowledge and skills identified under Section 28.002 but for whom the assessment instruments adopted under Subsection (a), even with allowable modifications, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal committee. The assessment instruments required under this subsection must assess essential knowledge and skills and growth in reading, mathematics, and writing. A student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection. The assessment instruments required under this subsection shall be administered on the same schedule as the assessment instruments administered under Subsection (a).

(c) The agency shall also adopt secondary exit-level assessment instruments designed to be administered to students in grade 11 to assess essential knowledge and skills in mathematics, English language arts, social studies, and science. The mathematics section must include at least Algebra I and geometry with the aid of technology. The English language arts section must include at least English III and must include the assessment of essential knowledge and skills in writing. The social studies section must include early American and United States history. The science section must include at least biology and integrated chemistry and physics. The assessments must be designed to assess a student's mastery of minimum skills necessary for high school graduation and readiness to enroll in an institution of higher education. If a student is in a special education program under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection or whether the student should be exempted under Section 39.027(a)(2). The State Board of Education shall administer the assessment instruments. The State Board of Education shall adopt a schedule for the administration of secondary exit-level assessment instruments. Each student who did not perform satisfactorily on any secondary exit-level assessment instrument when initially tested shall be given multiple opportunities to retake that assessment instrument. A student who performs at or above a level established by the Texas Higher Education Coordinating Board on the secondary exit-level instruments is exempt from the requirements of Section 51.306

(d) Repealed by Acts 1999, 76th Leg., ch 397, § 8, eff. Sept. 1, 1999. *[SB 103]*
[The agency shall adopt end-of-course assessment instruments for students in secondary grades who have completed Algebra I, Biology I, English II, and United States history. If a student is in a special education program under Subchapter A, Chapter 29, the student's admission, review, and dismissal committee shall determine whether any allowable modification is necessary in administering to the student an assessment instrument required under this subsection or whether the student should be exempted under Section 39.027(a)(2).]

(e) Under rules adopted by the State Board of Education, the agency shall release the questions and answer keys to each assessment instrument administered under Subsection (a), (b), (c), or (*l*) after the last time the instrument is administered for a school year. To ensure a valid bank of questions for use each year, the agency is not required to release a question that is being field-tested and was not used to compute the student's score on the instrument. The agency shall also release, under board rule, each question that is no longer being field-tested and that was not used to compute a student's score.

(f) The assessment instruments shall be designed to include assessment of a student's problem-solving ability and complex-thinking skills using a method of assessing those abilities and skills that is demonstrated to be highly reliable.

(g) The State Board of Education may adopt one appropriate, nationally recognized, norm-referenced assessment instrument in reading and mathematics to be administered to a selected sample of students in the spring. If adopted, a norm-referenced assessment instrument must be a secured test. The state may pay the costs of purchasing and scoring the adopted assessment instrument and of distributing the results of the adopted instrument to the school districts. A district that administers the norm-referenced test adopted under this subsection shall report the results to the agency in a manner prescribed by the commissioner.

(h) The agency shall notify school districts and campuses of the results of assessment instruments administered under this section at the earliest possible date determined by the State Board of Education but not later than the beginning of the subsequent school year.

(i) The provisions of this section are subject to modification by rules adopted under Section 39.022. Each assessment instrument adopted under those rules must be reliable and valid and must meet any applicable federal requirements for measurement of student progress.

(j) Repealed by Acts 1999, 76th Leg., ch 397, § 8, eff. Sept. 1, 1999. *[SB 103]*
[The State Board of Education shall administer the end-of-course assessment instruments under Subsection (d) in Algebra I and Biology I. Not later than the 1998-1999 school year, the State Board of Education shall administer the end-of-course assessment instruments under Subsection (d) in English II and United States history. This subsection expires September 1, 2001.]

(k) Notwithstanding Subsection (e), the agency shall initially release under Subsection (e) the questions and answer keys to each assessment instrument administered under Subsection (b) during the third school year in which the instrument is administered after the last time the instrument is administered for that school year. This subsection expires September 1, 2004.

(*l*) The State Board of Education shall adopt rules for the administration of the assessment instruments adopted under Subsection (a) in Spanish to students in grades three through six who are of limited English proficiency, as defined by Section 29.052, and whose primary language is Spanish. Each student of limited English proficiency whose primary language is Spanish, other than a student to whom Subsection (b) applies, shall be assessed using assessment instruments in Spanish under this subsection or assessment instruments in English under Subsection (a). The language proficiency assessment committee established under Section 29.063 shall determine which students are administered assessment instruments in Spanish under this subsection.

Senate Bill 103, 76th Texas Legislature *[Sections 9 and 10 of Acts 1999, 76th Leg., ch. 397]*

SECTION 9.

The commissioner of education shall adopt rules for the implementation of Section 39.023, Education Code, as amended by this Act. The commissioner's rules must provide that:

(1) notwithstanding Section 39.051, Education Code, as amended by this Act, for the 2000-2001 and 2001-2002 school years, the Texas Education Agency may include the results of student performance on the end-of-course assessment instrument in Algebra I under Subsection (d), Section 39.023 Education Code, as that section existed before repeal by this Act, in evaluating the performance of school districts, campuses, and open-enrollment charter schools under Subchapter D, Chapter 39, Education Code;

(2) except as provided by Subdivision (4) of this section, not later than the 2002-2003 school year, the State Board of Education shall administer each assessment instrument added by this Act;

(3) except as provided by Subdivision (5) of this section, not later than the 2004-2005 school year, the Texas Education Agency shall include the results of student performance on each assessment instrument added by this Act in evaluating the performance of school districts, campuses, and open-enrollment charter schools under Subchapter D, Chapter 39, Education Code;

(4) not later than the 2004-2005 school year, the State Board of Education shall administer assessment instruments under Subsection (b), Section 39.023, Education Code, that correspond to the following assessment instruments required under Subsection (a), Section 39.023, Education Code, as amended by the Act:
    (A) the mathematics assessment instrument administered in grades nine and 10;
    (B) the reading assessment instrument administered in grade nine;

§39.023

(C) the English language arts assessment instrument administered in grade 10;

(5) not later than the 2006-2007 school year, the Texas Education Agency shall include the results of student performance on each assessment instrument described in Subdivision (4) of this section in evaluating the performance of school districts, campuses, and open-enrollment charter schools under Subchapter D, Chapter 39, Education Code; and

(6) pending the introduction, as provided by Subdivision (2) of this section, of any assessment instrument added by this Act:

  (A) the State Board of Education shall administer each appropriate assessment instrument under Section 39.023, Education Code, as that section existed before amendment by this Act;

  (B) a student who performs satisfactorily on the end-of-course assessment instruments specified by Section 39.025, Education Code, as that section existed before amendment by this Act, is entitled to receive a high school diploma if the student completes all other requirements for high school graduation; and

  (C) the former law is continued in effect for the purposes provided by this subdivision.

SECTION 10.

(a) The State Board of Education shall administer assessment instruments in accordance with rules under Subsection (*l*), Section 39.023, Education Code, as added by this Act, not later than the 1999-2000 school year.

(b) The performance of students under an assessment instrument prescribed under Subsection (*l*), Section 39.023, Education Code, as added by this Act, shall be included in the accountability system as provided by Subsection (b), Section 39.051, Education Code as amended by this Act not later than the 1999-2000 school year.

(c) Subdivision 3, Subsection (a), Section 39.027, Education Code, as amended by this Act, applies beginning with the 1999-2000 school year.

House Bill 1800, 75th Texas Legislature *[Section 11 of Acts 1997, 75th Leg., ch. 767]*

(a) The Texas Education Agency shall begin developing or adopting assessment instruments as required by Section 39.023(b), Education Code, as amended by this Act, not later than September 1, 1997. The agency shall field-test the assessment instruments before the 2000-2001 school year. The agency shall adopt and the State Board of Education shall administer the assessment instruments not later than the 2000-2001 school year. The agency shall report the results of the assessment instruments beginning with the results for the 2000-2001 school year.

§39.0231

Texas Education Code §39.0231. REPORTING OF RESULTS OF CERTAIN ASSESSMENTS.

The agency shall ensure that each assessment instrument administered in accordance with Section 28.011 is scored and the results are returned to the appropriate school district not later than 10 days after receipt of the test materials by the agency or its contractor.

§39.024

Texas Education Code §39.024. SATISFACTORY PERFORMANCE.

(a) Except as otherwise provided by this subsection, the State Board of Education shall determine the level of performance considered to be satisfactory on the assessment instruments. The admission, review, and dismissal committee of a student being assessed under Section 39.023(b) shall determine the level of performance considered to be satisfactory on the assessment instruments administered to that student in accordance with criteria established by agency rule.

§39.024

(b) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.19 [SB 4]*
Each school district shall offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument administered under this subchapter. The intensive programs for students who did not perform satisfactorily on an assessment instrument under Section 39.023(a) or (c) shall be designed to enable the students to be performing at grade level at the conclusion of the next regular school term and, if applicable, to carry out the purposes of Section 28.0211. The intensive programs for students who did not perform satisfactorily on an assessment instrument under Section 39.023(b) shall be designed by each student's admission, review, and dismissal committee to enable the student to attain a standard of annual growth on the basis of the student's individualized education program and, if applicable, to carry out the purposes of Section 28.0211.

(b) *as amended by Acts 1999, 76th Leg., ch. 397, § 4 [SB 103]*
Each school district shall offer an intensive program of instruction for students who did not perform satisfactorily on an assessment instrument administered under this subchapter. The intensive programs for students who did not perform satisfactorily on an assessment instrument under Section 39.023(a), (c), or *(l)* shall be designed to enable the students to be performing at grade level at the conclusion of the next regular school term or to attain a standard of growth specified by the agency. The intensive programs for students who did not perform satisfactorily on an assessment instrument under Section 39.023(b) shall be designed by each student's admission, review, and dismissal committee to enable the student to attain a standard of annual growth on the basis of the student's individualized education program.

(c) The agency shall develop study guides for the assessment instruments administered under Sections 39.023(a) and (c). To assist parents in providing assistance during the period that school is recessed for summer, each school district shall distribute the study guides to parents of students who do not perform satisfactorily on one or more parts of an assessment instrument administered under this subchapter. The commissioner shall retain a portion of the total amount of funds allotted under Section 42.152(a) that the commissioner considers appropriate to finance the development and distribution of the study guides and shall reduce each district's allotment proportionately.

§39.025

Texas Education Code §39.025 EXIT-LEVEL PERFORMANCE REQUIRED.

(a) A student may not receive a high school diploma until the student has performed satisfactorily on the secondary exit-level assessment instruments for English language arts, mathematics, social studies, and science administered under Section 39.023(c). This subsection does not require a student to demonstrate readiness to enroll in an institution of higher education.

(b) Each time a secondary exit-level assessment instrument is administered, a student who has not been given a high school diploma because of a failure to perform satisfactorily on the assessment instrument for that subject area may retake the assessment instrument.

(c) A student who has been denied a high school diploma under Subsections (a) and (b) and who subsequently performs satisfactorily on each secondary exit-level assessment instrument shall be issued a high school diploma.

§39.026

Texas Education Code §39.026. LOCAL OPTION. In addition to the assessment instruments adopted by the agency and administered by the State Board of Education, a school district may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. A norm-referenced assessment instrument adopted under this section must be economical, nationally recognized, and state-approved.

§39.027

Texas Education Code §39.027. EXEMPTIONS.

(a) A student may be exempted from the administration of an assessment instrument under:

  (1) Section 39.023(a) or (b) if the student is eligible for a special education program under Section 29.003 and the student's individualized education program does not include instruction in the essential knowledge and skills under Section 28.002 at any grade level;

  (2) Section 39.023(c) or (d) if the student is eligible for a special education program under Section 29.003 and:

    (A) the student's individualized education program does not include instruction in the essential knowledge and skills under Section 28.002 at any grade level; or

    (B) the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's admission, review, and dismissal committee; or

  (3) Section 39.023 if the student is of limited English proficiency, as defined by Section 29.052, and has a primary language other than Spanish or is a recent unschooled immigrant enrolled for less than one year.

(b) The State Board of Education shall adopt rules under which a dyslexic student who is not exempt under Subsection (a) may use procedures including oral examinations if appropriate or may be allowed additional time or the materials or technology necessary for the student to demonstrate the student's mastery of the competencies the assessment instruments are designed to measure.

(c) The commissioner shall develop and adopt a process for reviewing the exemption process of a school district or shared services arrangement that gives an exemption under Subsection (a)(1) as follows:

  (1) to more than five percent of the students in the special education program, in the case of a district or shared services arrangement with an average daily attendance of at least 1,600;

  (2) to more than 10 percent of the students in the special education program, in the case of a district or shared services arrangement with an average daily attendance of at least 190 and not more than 1,599; or

  (3) to the greater of more than 10 percent of the students in the special education program or to at least five students in the special education program, in the case of a district or shared services arrangement with an average daily attendance of not more than 189.

(d) Notwithstanding Subsection (a), in any year preceding the adoption and administration of assessment instruments under Section 39.023(b), a student who is eligible for a special education program under Section 29.003 may be exempted from the administration of an assessment instrument under Section 39.023(a) if the assessment instrument, even with allowable modifications, would not provide an appropriate measure of the student's achievement as determined by the student's admission, review, and dismissal committee. This subsection expires September 1, 2000.

(e) The commissioner shall develop an assessment system that shall be used for evaluating the academic progress, including reading proficiency in English, of all students of limited English proficiency, as defined by Section 29.052. The performance under the assessment system developed under this subsection of students to whom Subsection (a)(3) applies shall be included in the academic excellence indicator system under Section 39.051, the performance report under Section 39.053, and the comprehensive biennial report under Section 39.182.

(f) In this section, "average daily attendance" is computed in the manner provided by Section 42.005.

§39.027

***Senate Bill 103, 76th Texas Legislature** [Section 10(c) of Acts 1999, 76th Leg., ch. 397]*

Subdivision 3, Subsection (a), Section 39.027, Education Code, as amended by this Act applies beginning with the 1999-2000 school year.

***House Bill 1800, 75th Texas Legislature** [Section 11 of Acts 1997, 75th Leg., ch. 767]*

(b) The commissioner of education shall initiate the process for reviewing the exemption process of school districts as required under Section 39.027(c), Education Code, as amended by this Act, beginning with the first school year that assessment instruments are administered under Section 39.023(b).

§39.028

Texas Education Code §39.028. COMPARISON OF STATE RESULTS TO NATIONAL RESULTS. The state assessment program shall obtain nationally comparative results for the subject areas and grade levels for which criterion-referenced assessment instruments are adopted under Section 39.023.

§39.029

Texas Education Code §39.029. MIGRATORY CHILDREN. The State Board of Education by rule may provide alternate dates for the administration of the assessment instruments to a student who is a migratory child as defined by 20 U.S.C. Section 6399. The alternate dates may be chosen following a consideration of migrant work patterns, and the dates selected may afford maximum opportunity for the students to be present when the assessment instruments are administered.

§39.030

Texas Education Code §39.030. CONFIDENTIALITY; PERFORMANCE REPORTS.

(a) In adopting academic skills assessment instruments under this subchapter, the State Board of Education or a school district shall ensure the security of the instruments and tests in their preparation, administration, and grading. Meetings or portions of meetings held by the State Board of Education or a school district at which individual assessment instruments or assessment instrument items are discussed or adopted are not open to the public under Chapter 551, Government Code, and the assessment instruments or assessment instrument items are confidential.

(b) The results of individual student performance on academic skills assessment instruments administered under this subchapter are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and district and made available to the public, with appropriate interpretations, at regularly scheduled meetings of the board of trustees of each school district. The information may not contain the names of individual students or teachers.

(c) In compiling performance data under Subsection (b), a district may aggregate separately from the performance data of other students the performance data of students enrolled in:

(1) a special education program under Subchapter A, Chapter 29; or

(2) a bilingual education or special language program under Subchapter B, Chapter 29.

§39.031

Texas Education Code §39.031. COST.

(a) The cost of preparing, administering, or grading the assessment instruments shall be paid from the funds allotted under Section 42.152, and each district shall bear the cost in the same manner described for a reduction in allotments under Section 42.253. If a district does not receive an allotment under Section 42.152, the commissioner shall subtract the cost from the district's other foundation school fund allotments.

(b) The cost of releasing the question and answer keys under Section 39.023(e) shall be paid from amounts appropriated to the agency.

§39.032

Texas Education Code §39.032. ASSESSMENT INSTRUMENT STANDARDS; CIVIL PENALTY.

(a) A company or organization may not distribute to, sell to, or grade for the same school district the same form of an assessment instrument for more than three school years. A school district may not use the same form of an assessment instrument for more than three years.

(b) A company or organization that grades an assessment instrument shall report the results to the district and to the agency by campus and district and in comparison to state and national averages, unless the agency requests a report of the results in another form.

(c) State and national norms of averages shall be computed using data that are not more than six years old at the time the assessment instrument is administered and that are representative of the group of students to whom the assessment instrument is administered. The standardization norms shall be based on a national probability sample that meets accepted standards for educational and psychological testing and shall be updated at least every six years using proven psychometric procedures approved by the State Board of Education.

(d) A company or organization that fails to comply with this section is liable to the state in an amount equal to three times the amount of actual damages. The actual damages are presumed to be at least equal to the amount charged by the company or organization to a school district for the assessment instrument, including any charge for grading the assessment instrument. The attorney general, a district attorney, or a county attorney may bring suit to collect the damages on the request of the State Board of Education or on the request of a student or a parent or guardian of a student to whom the assessment instrument was administered.

(e) The State Board of Education shall adopt rules for the implementation of this section and for the maintenance of the security of the contents of all assessment instruments.

(f) In this section, "assessment instrument" means a group-administered achievement test.

§39.033

Texas Education Code §39.033. VOLUNTARY ASSESSMENT OF PRIVATE SCHOOL STUDENTS.

(a) Under an agreement with the agency, a private school may administer an assessment instrument adopted under this subchapter to students at the school.

(b) An agreement under this section must require the private school to provide to the commissioner the information described by Section 39.051(b) and to maintain confidentiality in compliance with Section 39.030.

(c) A private school must reimburse the agency for the cost of administering an assessment instrument under this section. The State Board of Education shall determine the cost under this section. The per-student cost may not exceed the cost of administering the same assessment to a student enrolled in a public school district.

§39.033

(d) In this section, "private school" means a school that:

- (1) offers a general education to elementary or secondary students; and
- (2) is not operated by a governmental entity.

§26.005

Texas Education Code §26.005. ACCESS TO STATE ASSESSMENTS. Except as provided by Section 39.023(e) a parent is entitled to access to a copy of each state assessment instrument administered under Section 39.023 to the parent's child.

Academic Excellence Indicator System Statutes

§39.051

Texas Education Code §39.051. ACADEMIC EXCELLENCE INDICATORS.

(a) The State Board of Education shall adopt a set of indicators of the quality of learning on a campus. The State Board of Education biennially shall review the indicators for the consideration of appropriate revisions.

(b) Performance on the indicators adopted under this section shall be compared to state-established standards. The degree of change from one school year to the next in performance on each indicator adopted under this section shall also be considered. The indicators must be based on information that is disaggregated with respect to race, ethnicity, sex, and socioeconomic status and must include:

- (1) the results of assessment instruments required under Sections 39.023(a), (c), and (*l*), aggregated by grade level and subject area;
- (2) dropout rates;
- (3) student attendance rates;
- (4) the percentage of graduating students who attain scores on the secondary exit-level assessment instruments required under Subchapter B that are equivalent to a passing score on the test instrument required under Section 51.306;
- (5) the percentage of graduating students who meet the course requirements established for the recommended high school program by State Board of Education rule;
- (6) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.20 and 397, § 7 [SB 4 / SB 103]*
  the results of the Scholastic Assessment Test (SAT) and the American College Test;
- (6) *as amended by Acts 1999, 76th Leg., ch. 1422, § 3 [HB 2401]*
  the results of the Scholastic Assessment Test (SAT) and the American College Test, articulated post-secondary degree programs described by Section 61.852, and certified workforce training programs described by Chapter 311, Labor Code;
- (7) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.20 [SB 4]*
  the number of students, aggregated by grade level, provided accelerated instruction under Section 28.0211(c), the results of assessments administered under that section, the number of students promoted through the grade placement committee process under Section 28.0211, the subject of the assessment instrument on which each student failed to perform satisfactorily, and the performance of those students in the school year following that promotion on the assessment instruments required under Section 39.023.

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(8) *as amended by Acts 1999, 76th Leg., ch. 397, § 7 [SB 103]*
for students who have failed to perform satisfactorily on an assessment instrument required under Section 39.023(a) or (c), the numerical progress of those students on subsequent assessment instruments required under those sections, aggregated by grade level and subject area;

(7) *as amended by Acts 1999, 76th Leg., ch. 1422, § 3 [HB 2401]*
the percentage of students taking end-of-course assessment instruments adopted under Section 39.023(d);

(8) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.20 [SB 4]*
the percentage of students taking end-of-course assessment instruments adopted under Section 39.023(d);

(9) *as amended by Acts 1999, 76th Leg., ch. 397, § 7 and ch. 1422, § 3 [SB 103 / HB 2401]*
the percentage of students exempted, by exemption category, from the assessment program generally applicable under this subchapter; and

(10) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.20 [SB 4]*
the percentage of students exempted, by exemption category, from the assessment program generally applicable under this subchapter; and

(9) *as amended by Acts 1999, 76th Leg., ch. 397, § 7 and ch. 1422, § 3 [SB 103 / HB 2401]*
any other indicator the State Board of Education adopts.

(10) any other indicator the State Board of Education adopts.

(c) Performance on the indicator under Subsection (b)(1) shall be compared to state standards, required improvement, and comparable improvement. The state standard shall be established by the commissioner. Required improvement is defined as the progress necessary for the campus or district to meet state standards and for its students to meet exit requirements as defined by the commissioner. Comparable improvement is derived by measuring campuses and districts against a profile developed from a total state student performance database which exhibits substantial equivalence to the characteristics of students served by the campus or district, including past academic performance, socioeconomic status, ethnicity, and limited English proficiency.

(c) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.20 [SB 4]*
Annually, the commissioner shall define exemplary, recognized, and unacceptable performance for each academic excellence indicator included under Subsections (b)(1) through (6) and shall project the standards for each of those levels of performance for succeeding years. For the indicator under Subsection (b)(7), the commissioner shall define exemplary, recognized, and unacceptable performance based on student performance for the period covering both the current and preceding academic years.

(d) *as amended by Acts 1999, 76th Leg., ch. 397, § 7 [SB 103]*
Annually, the commissioner shall define exemplary, recognized, and unacceptable performance for each academic excellence indicator included under Subsections (b)(1) through (6) and shall project the standards for each of those levels of performance for succeeding years. In defining exemplary, recognized, and unacceptable performance for the indicators under Subsections (b)(2) and (3), the commissioner may not consider as a dropout or as a student who has failed to attend school a student whose failure to attend school results from:

(1) the student's expulsion under Section 37.007; and

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(2) as applicable:
    (A) adjudication as having engaged in delinquent conduct or conduct indicating a need for supervision, as defined by Section 51.03 Family Code; or
    (B) conviction of and sentencing for an offense under the Penal Code.

(e) Each school district shall cooperate with the agency in determining whether a student is a dropout under this section.

(f) Beginning with the 2002-2003 school year, the indicator under Subsection (b)(1) must include the results of assessment instruments required under Section 39.023(b). Those results may not be aggregated by grade level or subject area.

§39.052

Texas Education Code §39.052. CAMPUS REPORT CARD.

(a) Each school year, the agency shall prepare and distribute to each school district a report card for each campus. The campus report cards must be based on the most current data available disaggregated by student groups. Campus performance must be compared to previous campus and district performance, current district performance, state established standards, and comparable campus group performance.

(b) *as amended by Acts 1999, 76th Leg., ch. 396, § 2.21 [SB 4]*
The report card shall include the following information where applicable:
(1) the academic excellence indicators adopted under Sections 39.051(b)(1) through (9);
(2) student / teacher ratios; and
(3) administrative and instructional costs per student.

(b) *as amended by Acts 1999, 76th Leg., ch. 1514, § 1 [SB 576]*
The report card shall include the following information where applicable:
(1) the academic excellence indicators adopted under Sections 39.051(b)(1) through (8);
(2) the average class size by grade level and subject; and
(3) administrative and instructional costs per student.

(c) The commissioner shall adopt rules for requiring dissemination of appropriate class size and student performance portions of campus report cards annually to the parent, guardian, conservator, or other person having lawful control of each student at the campus. On written request, the school district shall provide a copy of a campus report card to any other party.

***SB 576, 76th Texas Legislature** [Section 2 of Acts 1999, 76th Leg., ch. 1514]*
This Act applies beginning with the 1999-2000 school year.

§39.053
[per SB 1724]

Texas Education Code §39.053. PERFORMANCE REPORT.
[as amended by Acts 1999, 76th Leg., ch. 510, § 2]

(a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner. The annual report must also include campus performance objectives established under Section 11.253 and the progress of each campus toward those objectives, which shall be available to the public, and the performance rating for the district as provided under Section 39.072(a) and the performance rating of each campus in the

§39.053
[per SB 1724]

district as provided under Section 39.072(c). In addition, the annual report must include a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g), information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students, and the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments. Supplemental information to be included in the reports shall be determined by the board of trustees. Performance information in the annual reports on the indicators established under Section 39.051 and descriptive information required by this section shall be provided by the agency.

(b) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents, guardians, conservators, and other persons having lawful control of a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.

(c) The report must also include a comparison provided by the agency of:

(1) the performance of each campus to its previous performance and to state-established standards;

(2) the performance of each district to its previous performance and to state-established standards; and

(3) the performance of each campus or district to comparable improvement.

(d) The report may include the following information:

(1) student information, including total enrollment, enrollment by ethnicity, economic status, and grade groupings and retention rates;

(2) financial information, including revenues and expenditures;

(3) staff information, including number and type of staff by sex, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;

(4) program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and

(5) the number of students placed in an alternative education program under Chapter 37.

(e) The State Board of Education by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.

(f) The report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

§39.053
[per HB 2172]

Texas Education Code §39.053. PERFORMANCE REPORT.
[as amended by Acts 1999, 76th Leg., ch. 1417, § 2]

(a) Each board of trustees shall publish an annual report describing the educational performance of the district and of each campus in the district that includes uniform student performance and descriptive information as determined under rules adopted by the commissioner. The annual report must include:
  (1) campus performance objectives established under Section 11.253 and the progress of each campus toward those objectives, which shall be available to the public;
  (2) the performance rating for the district as provided under Section 39.072(a) and the performance rating of each campus in the district as provided under Section 39.072(c); and
  (3) the district's current special education compliance status with the agency.

(b) Supplemental information to be included in the reports shall be determined by the board of trustees. Performance information in the annual reports on the indicators established under Section 39.051 and descriptive information required by this section shall be provided by the agency.

(c) The board of trustees shall hold a hearing for public discussion of the report. The board of trustees shall give notice of the hearing to property owners in the district and parents, guardians, conservators, and other persons having lawful control of a district student. The notification must include notice to a newspaper of general circulation in the district and notice to electronic media serving the district. After the hearing the report shall be widely disseminated within the district in a manner to be determined under rules adopted by the commissioner.

(d) The report must also include a comparison provided by the agency of:
  (1) the performance of each campus to its previous performance and to state-established standards;
  (2) the performance of each district to its previous performance and to state-established standards; and
  (3) the performance of each campus or district to comparable improvement.

(e) The report may include the following information:
  (1) student information, including total enrollment, enrollment by ethnicity, economic status, and grade groupings and retention rates;
  (2) financial information, including revenues and expenditures;
  (3) staff information, including number and type of staff by sex, ethnicity, years of experience, and highest degree held, teacher and administrator salaries, and teacher turnover;
  (4) program information, including student enrollment by program, teachers by program, and instructional operating expenditures by program; and
  (5) the number of students placed in an alternative education program under Chapter 37.

(f) The State Board of Education by rule shall authorize the combination of this report with other reports and financial statements and shall restrict the number and length of reports that school districts, school district employees, and school campuses are required to prepare.

(g) The report must include a statement of the amount, if any, of the school district's unencumbered surplus fund balance as of the last day of the preceding fiscal year and the percentage of the preceding year's budget that the surplus represents.

§39.053
[per HB 2172]

House Bill 2172, 76th Texas Legislature *[Section 6(a) of Acts 1999, 76th Leg., ch. 1417]*

Sections 2-4 of this Act apply beginning with the 1999-2000 school year.

§39.054

Texas Education Code §39.054. USES OF PERFORMANCE REPORT.

The information required to be reported under Section 39.053 shall be:

(1) the subject of public hearings or meetings required under Sections 11.252, 11.253, and 39.053;

(2) a primary consideration in district and campus planning; and

(3) a primary consideration of:

(A) the State Board of Education in the evaluation of the performance of the commissioner;

(B) the commissioner in the evaluation of the performance of the directors of the regional education service centers;

(C) the board of trustees of a school district in the evaluation of the performance of the superintendent of the district; and

(D) the superintendent in the evaluation of the performance of the district's campus principals.

Student Success Initiative Statute

§28.0211

Texas Education Code §28.0211. SATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS REQUIRED; ACCELERATED INSTRUCTION.

(a) Except as provided by Subsection (b) or (e), a student may not be promoted to:

(1) the fourth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the third grade reading assessment under Section 39.023;

(2) the sixth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the fifth grade mathematics and reading assessments under Section 39.023; or

(3) the ninth grade program to which the student would otherwise be assigned if the student does not perform satisfactorily on the eighth grade mathematics and reading assessments under Section 39.023.

(b) A school district shall provide to a student who initially fails to perform satisfactorily on an assessment instrument specified under Subsection (a) at least two additional opportunities to take the assessment instrument. A school district may administer an alternative assessment instrument to a student who has failed an assessment instrument specified under Subsection (a) on the previous two opportunities. Notwithstanding any other provision of this section, a student may be promoted if the student performs at grade level on an alternate assessment instrument under this subsection that is appropriate for the student's grade level and approved by the commissioner.

(c) Each time a student fails to perform satisfactorily on an assessment instrument specified under Subsection (a), the school district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area, including reading instruction for a student who fails to perform satisfactorily on the reading assessment instrument. After a student fails to perform satisfactorily on an assessment instrument the second time, a grade placement committee shall be established to prescribe the accelerated instruction the district shall provide to the student before the student is administered the assessment instrument the third time. The grade placement committee shall be composed of the principal or principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the grade placement committee and the purpose of the committee. An accelerated instruction group administered by a school district under this section may not have a ratio of more than 10 students for each teacher.

(d) In addition to providing accelerated instruction to a student under Subsection (c), the district shall notify the student's parent or guardian of:

(1) the student's failure to perform satisfactorily on the assessment instrument;

(2) the accelerated instruction program to which the student is assigned; and

(3) the possibility that the student might be retained at the same grade level for the next school year.

(e) A student who, after at least three attempts, fails to perform satisfactorily on the assessment instrument specified under Subsection (a) shall be retained at the same grade level for the next school year in accordance with Subsection (a). The student's parent or guardian may appeal the student's retention by submitting a request to the grade placement committee established under Subsection (c). The school district shall give the parent or guardian written notice of the opportunity to appeal. The grade placement committee may decide in favor of a student's promotion only if the committee concludes, using standards adopted by the board of trustees, that if promoted and given accelerated instruction, the student is likely to perform at grade level. The student may not be promoted on the basis of the grade placement committee's decision unless that decision is unanimous. The commissioner by rule shall establish a time line for making the placement determination. This subsection does not create a property interest in promotion. The decision of the grade placement committee is final and may not be appealed.

(f) A school district shall provide to a student who, after three attempts, has failed to performs satisfactorily on an assessment specified in Subsection (a) accelerated instruction during the next school year as prescribed by an educational plan developed for the student by the student's grade placement committee established under Subsection (c). The district shall provide that accelerated instruction regardless of whether the student has been promoted or retained. The educational plan must be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the plan. The district shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instruments for that school year.

(g) This section does not preclude the retention at grade level, in accordance with state law or school district policy, of a student who performs satisfactorily on an assessment instrument specified under Subsection (a).

(h) In each instance under this section in which a school district is specifically required to provide notice to a parent or guardian of a student, the district shall make a good faith effort to ensure that such notice is provided either in person or by regular mail and that the notice is clear and easy to understand and is written in English or the parent or guardian's native language.

(i) The admission, review, and dismissal committee of a student who participates in a district's special education program under Subchapter B, Chapter 29, and who does not perform satisfactorily on an assessment instrument specified under Subsection (a) and administered under Section 39.023(a) or (b) shall determine:

(1) the manner in which a student will participate in an accelerated instruction program under this section; and

(2) whether the student will be promoted or retained under this section.

§28.0211

(j) A school district or open-enrollment charter school shall provide students required to attend accelerated programs under this section with transportation to those programs if the programs occur outside regular school hours.

(k) The commissioner shall adopt rules as necessary to implement this section, including rules concerning when school districts shall administer assessment instruments required under this section and which administration of the assessment instruments will be used for the purposes of Section 39.051.

(l) The commissioner shall issue a report to the legislature not later than December 1, 2000, that reviews the enrollment of students in accelerated instruction and the quality and availability of accelerated instruction programs, including accelerated instruction-related teacher professional development programs.

(m) The commissioner shall certify, not later than July 1 of each school year or as soon as practicable thereafter, whether sufficient funds have been appropriated statewide for the purposes of this section. A determination by the commissioner is final and may not be appealed. For purposes of certification, the commissioner may not consider Foundation School Program funds. This section may be implemented only if the commissioner certifies that sufficient funds have been appropriated during the school year for administering the accelerated instruction programs specified under this section.

(n) This section applies to the assessment instruments administered to students in:

(1) the third grade beginning with the 2002-2003 school year;

(2) the fifth grade beginning with the 2004-2005 school year;

(3) the eighth grade beginning with the 2007-2008 school year;

(o) Subsection (n) and this subsection expire January 1, 2008.

Accountability Rating System Statutes

§39.071

Texas Education Code §39.071. ACCREDITATION. Accreditation of a school district is determined in accordance with this subchapter.

§39.072

Texas Education Code §39.072. ACCREDITATION STANDARDS.

(a) The State Board of Education shall adopt rules to evaluate the performance of school districts and to assign to each district a performance rating as follows:

(1) exemplary (meets or exceeds state exemplary standards);

(2) recognized (meets or exceeds required improvement and within 10 percent of state exemplary standards);

(3) academically acceptable (below the exemplary and recognized standards but exceeds the academically unacceptable standards); or

(4) academically unacceptable (below the state clearly unacceptable performance standard and does not meet required improvement).

[subsection (b) as amended by Acts 1999, 76th Leg., ch. 396, § 2.22] [SB 4]

(b) The academic excellence indicators adopted under Sections 39.051(b)(1) through (7) shall be the main consideration of the agency in the rating of the district under this section. Additional criteria in the rules may include consideration of:

§39.072

(1) compliance with statutory requirements and requirements imposed by rule of the State Board of Education under specific statutory authority that relate to:
  (A) reporting data through the Public Education Information Management System (PEIMS);
  (B) the high school graduation requirements under Section 28.025; or
  (C) an item listed in Sections 7.056(e)(3)(C)-(I) that applies to the district; and

(2) the effectiveness of the district's programs in special education based on the agency's most recent compliance review of the district and programs for special populations.

[subsection (b) as amended by Acts 1999, 76th Leg., ch. 1417, § 3] [HB 2172]

(b) The academic excellence indicators adopted under Sections 39.051(b)(1) through (6) and the district's current special education compliance status with the agency shall be the main consideration of the agency in the rating of the district under this section. Additional criteria in the rules may include consideration of:

(1) compliance with statutory requirements and requirements imposed by rule of the State Board of Education under specific statutory authority that relate to:
  (A) reporting data through the Public Education Information Management System (PEIMS);
  (B) the high school graduation requirements under Section 28.025; or
  (C) an item listed in Sections 7.056(e)(3)(C)-(I) that applies to the district; and

(2) the effectiveness of the district's programs for special populations.

(c) The agency shall evaluate against state standards and shall report the performance of each campus in a district and each open-enrollment charter school on the basis of the campus's performance on the indicators adopted under Sections 39.051(b)(1) through (7).

House Bill 2172, 76th Texas Legislature *[Section 6(a) of Acts 1999, 76th Leg., ch. 1417]*

Sections 2-4 of this Act apply beginning with the 1999-2000 school year.

§39.073

Texas Education Code § 39.073. DETERMINING ACCREDITATION STATUS.

(a) The agency shall annually review the performance of each district and campus on the indicators adopted under Sections 39.051(b)(1) through (7) and determine if a change in the accreditation status of the district is warranted.

(b) Each annual review shall include an analysis of the indicators under Sections 39.051(b)(1) through (6) to determine district and campus performance in relation to:

(1) standards established for each indicator;

(2) required improvement as defined under Section 39.051(c); and

(3) comparable improvement as defined by Section 39.051(c).

(c) A district's accreditation rating may be raised or lowered based on the district's performance or may be lowered based on the unacceptable performance of one or more campuses in the district.

§39.073

(d) The commissioner shall notify a district that is rated academically unacceptable that the performance of the district or a campus in the district is below each standard under Subsection (b) and shall require the district to notify property owners and parents in the district of the lowered accreditation rating and its implication.

(e) In determining a district's accreditation rating, the agency shall consider the district's current special education compliance status with the agency.

House Bill 2172, 76th Texas Legislature ***[Section 6(a) of Acts 1999, 76th Leg., ch. 1417]***

Sections 2-4 of this Act apply beginning with the 1999-2000 school year.

Statutes Relating to Investigations

§39.074

Texas Education Code §39.074. ON-SITE INVESTIGATIONS.

(a) The commissioner may:
  (1) direct the agency to conduct on-site investigations at any time to answer any questions concerning a program, including special education, required by federal law or for which the district receives federal funds; and
  (2) raise or lower the performance rating as a result of the investigation.

(b) The commissioner shall determine the frequency of on-site investigations by the agency according to annual comprehensive analyses of student performance and equity in relation to the academic excellence indicators adopted under Section 39.051.

(c) In making an on-site accreditation investigation, the investigators shall obtain information from administrators, teachers, and parents of students enrolled in the district. The investigation may not be closed until information is obtained from each of those sources. The State Board of Education shall adopt rules for:
  (1) obtaining information from parents and using that information in the investigator's report; and
  (2) obtaining information from teachers in a manner that prevents a campus or district from screening the information.

(d) The agency shall give written notice to the superintendent and the board of trustees of any impending investigation of the district's accreditation.

(e) If an annual review indicates low performance on one or more of the indicators under Sections 39.051(b)(1) through (7) of one or more campuses in a district, the agency may conduct an on-site evaluation of those campuses only.

(f) The investigators shall report orally and in writing to the board of trustees of the district and, as appropriate, to campus administrators and shall make recommendations concerning any necessary improvements or sources of aid such as regional education service centers.

§39.075

Texas Education Code § 39.075. SPECIAL ACCREDITATION INVESTIGATIONS.

(a) The commissioner shall authorize special accreditation investigations to be conducted under the following circumstances:
  (1) when excessive numbers of absences of students eligible to be tested on state assessment instruments are determined;
  (2) when excessive numbers of allowable exemptions from the required state assessment are determined;

§39.075

(3) in response to complaints submitted to the agency with respect to alleged violations of civil rights or other requirements imposed on the state by federal law or court order;
(4) in response to established compliance reviews of the district's financial accounting practices and state and federal program requirements;
(5) when extraordinary numbers of student placements in alternative education programs, other than placements under Sections 37.006 and 37.007, are determined; or
(6) in response to an allegation involving a conflict between members of the board of trustees or between the board and the district administration if it appears that the conflict involves a violation of a role or duty of the board members or the administration clearly defined by this code.

(b) If the agency's findings in an investigation under Subsection (a)(6) indicate that the board of trustees has observed a lawfully adopted policy, the agency may not substitute its judgment for that of the board.

(c) *as amended by Acts 1999, ch. 396, § 2.25 [SB 4]*
Based on the results of a special accreditation investigation, the commissioner may:
(1) take appropriate action under Subchapter G; [*V.T.C.A., Education Code §39.131*]
(2) lower the district's accreditation rating; or
(3) take action under both Subdivisions (1) and (2).

(c) *as amended by Acts 1999, ch. 931, § 4 [HB 2307]*
Based on the results of a special accreditation investigation, the commissioner may lower the district's accreditation rating and may take appropriate action under Subchapter G. [*V.T.C.A., Education Code §39.131*] Regardless of whether the commissioner lowers the district's accreditation rating, the commissioner may take action under Sections 39.131(a)(1) through (8) if the commissioner determines that the action is necessary to improve any area of a district's performance, including the district's financial accounting practices.

§39.076

Texas Education Code § 39.076. CONDUCT OF INVESTIGATIONS.

(a) The agency shall adopt written procedures for conducting on-site investigations under this subchapter. The agency shall make the procedures available to the complainant, the alleged violator, and the public. Agency staff must be trained in the procedures and must follow the procedures in conducting the investigation.

(b) After completing an investigation, the agency shall present preliminary findings to any person the agency finds has violated a law, rule, or policy. Before issuing a report with its final findings, the agency must provide a person the agency finds has violated a law, rule, or policy an opportunity for an informal review by the commissioner or a designated hearing examiner.

Statutes Relating to the Texas Successful School Awards and Additional Rewards

§39.091

Texas Education Code § 39.091. CREATION OF THE SYSTEM. [TSSAS] The Texas Successful Schools Awards System is created to recognize and reward those schools and school districts that demonstrate progress or success in achieving the education goals of the state.

§39.092

Texas Education Code §39.092. TYPES OF AWARDS.

(a) The governor may present a financial award to the schools or districts that the commissioner determines have demonstrated the highest levels of sustained success or the greatest improvement in achieving the education goals. For each student in average daily attendance, each of those schools or districts is entitled to an amount set for the award for which the school or district is selected by the commissioner, subject to any limitation set by the commissioner on the total amount that may be awarded to a school or district.

(b) The governor may present proclamations or certificates to additional schools and districts determined to have met or exceeded the education goals.

(c) The commissioner may establish additional categories of awards and award amounts for a school or district determined to be successful under Subsection (a) or (b) that are contingent on the school's or district's involvement with paired, lower-performing schools.

§39.093

Texas Education Code §39.093. AWARDS.

(a) The criteria that the commissioner shall use to select successful schools and districts must be related to the goals in Section 4.002 and must include consideration of performance on the academic excellence indicators adopted under Section 39.051. For purposes of selecting schools and districts under Section 39.092(a), each school's performance shall be compared to state standards and to its previous performance.

(b) The commissioner shall select annually schools and districts qualified to receive successful school awards for their performance and report the selections to the governor and the State Board of Education.

(c) The agency shall notify each school district of the manner in which the district or a school in the district may qualify for a successful school award.

§39.094

Texas Education Code §39.094. USE OF AWARDS.

(a) In determining the use of a monetary award received under this subchapter, a school or district shall give priority to academic enhancement purposes. The award may not be used for any purpose related to athletics, and it may not be used to substitute for or replace funds already in the regular budget for a school or district.

(b) The campus-level committee established under Section 11.253 shall determine the use of the funds awarded to a school under this subchapter. The professional staff of the district shall determine the use of the funds awarded to the school district under this subchapter.

§39.095

Texas Education Code §39.095. FUNDING. The award system may be funded by donations, grants, or legislative appropriations. The commissioner may solicit and receive grants and donations for the purpose of making awards under this subchapter. A small portion of the award funds may be used by the commissioner to pay for the costs associated with sponsoring a ceremony to recognize or present awards to schools or districts under this subchapter. The donations, grants, or legislative appropriations shall be accounted for and distributed by the agency. The awards are subject to audit requirements established by the State Board of Education.

§39.096

Texas Education Code §39.096 CONFIDENTIALITY. All information and reports received by the commissioner under this subchapter from schools or school districts deemed confidential under Chapter 552, Government Code, are confidential and may not be disclosed in any public or private proceeding.

§39.111

Texas Education Code §39.111. RECOGNITION AND REWARDS. The State Board of Education shall develop a plan for recognizing and rewarding school districts and campuses that are rated as exemplary or recognized and for developing a network for sharing proven successful practices statewide and regionally. The reward may be used to provide educators with summer stipends to develop curricula based on the cited successful strategies. The educators may copyright the curricula they develop.

§39.112

Texas Education Code §39.112. EXCELLENCE EXEMPTIONS.

(a) Except as provided by Subsection (b), a school campus or district that is rated exemplary is exempt from requirements and prohibitions imposed under this code including rules adopted under this code.

(b) A school campus or district is not exempt under this section from:

  (1) a prohibition on conduct that constitutes a criminal offense;

  (2) requirements imposed by federal law or rule, including requirements for special education or bilingual education programs; or

  (3) a requirement, restriction, or prohibition relating to:

    (A) curriculum essential knowledge and skills under Section 28.002 or minimum graduation requirements under Section 28.025;
    (B) public school accountability as provided by Subchapters B, C, D, and G;
    (C) extracurricular activities under Section 33.081;
    (D) health and safety under Chapter 38;
    (E) competitive bidding under Subchapter B, Chapter 44;
    (F) elementary school class size limits, except as provided by Subsection (d) or Section 25.112;
    (G) removal of a disruptive student from the classroom under Subchapter A, Chapter 37;
    (H) at risk programs under Subchapter C, Chapter 29;
    (I) prekindergarten programs under Subchapter E, Chapter 29;
    (J) rights and benefits of school employees;
    (K) special education programs under Subchapter A, Chapter 29; or
    (L) bilingual education programs under Subchapter B, Chapter 29.

(c) The agency shall monitor and evaluate deregulation of a school campus or district under this section and Section 7.056.

§39.112

(d) The commissioner may exempt an exemplary school campus from elementary class size limits under this section if the school campus submits to the commissioner a written plan showing steps that will be taken to ensure that the exemption from the class size limits will not be harmful to the academic achievement of the students on the school campus. The commissioner shall review achievement levels annually. The exemption remains in effect until the commissioner determines that achievement levels of the campus have declined.

§21.357

Texas Education Code §21.357. PERFORMANCE INCENTIVES.

(a) The commissioner shall design an objective system to evaluate principals that:

(1) is based on types of information available as of January 1, 1995, through the Public Education Information Management System (PEIMS) and the state's public school accountability system;
(2) focuses on gain at a principal's campus and includes a statistical analysis comparing current campus performance to previous performance; and
(3) does not include subjective items.

(b) From funds appropriated for that purpose, the commissioner may award performance incentives to principals identified through the evaluation system as high-performing. Based on available appropriations, for each fiscal year, a performance incentive may not exceed:

(1) $5,000, for a principal ranked in the top quartile; or
(2) $2,500, for a principal ranked in the second quartile.

(c) A performance incentive awarded to a principal under this section must be distributed to the principal's school and used in the manner determined by the campus-level committee established under Section 11.253 in accordance with the requirements of Section 39.094(a).

(d) The commissioner shall develop a study on establishing an incentive grant program for all classes of educators, to be reported to the legislature no later than December 1, 1998. The study shall focus on developing objective methods for the issuance of grants in the areas of student performance, continuing education, and professional duties performed by teachers in addition to classroom duties.

Statutes Relating to Sanctions

§39.131

Texas Education Code Sec. 39.131. SANCTIONS.

(a) If a district does not satisfy the accreditation criteria, the commissioner shall take any of the following actions, listed in order of severity, to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;
(2) order a hearing conducted by the board of trustees of the district for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the agency, and the sanctions that may be imposed under this section if the performance does not improve;

(3) order the preparation of a student achievement improvement plan that addresses each academic excellence indicator for which the district's performance is unacceptable, the submission of the plan to the commissioner for approval, and implementation of the plan;

(4) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees of the district and the superintendent shall appear and explain the district's low performance, lack of improvement, and plans for improvement;

(5) arrange an on-site investigation of the district;

(6) appoint an agency monitor to participate in and report to the agency on the activities of the board of trustees or the superintendent;

(7) appoint a master to oversee the operations of the district;

(8) appoint a management team to direct the operations of the district in areas of unacceptable performance or require the district to obtain certain services under a contract with another person;

(9) if a district has been rated as academically unacceptable for a period of one year or more, appoint a board of managers composed of residents of the district to exercise the powers and duties of the board of trustees; or

(10) if a district has been rated as academically unacceptable for a period of two years or more, annex the district to one or more adjoining districts under Section 13.054 or in the case of a home-rule school district, request the State Board of Education to revoke the district's home-rule school district charter.

(b) If a campus performance is below any standard under Section 39.073(b), the campus is considered a low-performing campus and the commissioner may take any of the following actions, listed in order of severity, to the extent the commissioner determines necessary:

(1) issue public notice of the deficiency to the board of trustees;

(2) order a hearing conducted by the board of trustees at the campus for the purpose of notifying the public of the unacceptable performance, the improvements in performance expected by the agency, and the sanctions that may be imposed under this section if the performance does not improve within a designated period of time and of soliciting public comment on the initial steps being taken to improve performance;

(3) order the preparation of a report regarding the parental involvement program at the campus and a plan describing strategies for improving parental involvement at the campus;

(4) order the preparation of a report regarding the effectiveness of the district- and campus-level planning and decision-making committees established under Subchapter F, Chapter 11[*V.T.C.A., Education Code §11.251 et seq.*] and a plan describing strategies for improving the effectiveness of those committees;

(5) order the preparation of a student achievement improvement plan that addresses each academic excellence indicator for which the campus's performance is unacceptable, the submission of the plan to the commissioner for approval, and implementation of the plan;

(6) order a hearing to be held before the commissioner or the commissioner's designee at which the president of the board of trustees, the superintendent, and the campus principal shall appear and explain the campus's low performance, lack of improvement, and plans for improvement;

(7) appoint a special campus intervention team to:

  (A) conduct a comprehensive on-site evaluation of each low-performing campus to determine the cause for the campus's low performance and lack of progress;

(B) recommend actions, including reallocation of resources and technical assistance, changes in school procedures or operations, staff development for instructional and administrative staff, intervention for individual administrators or teachers, waivers from state statute or rule, or other actions the team considers appropriate;

(C) assist in the development of a campus plan for student achievement; and

(D) assist the commissioner in monitoring the progress of the campus in implementing the campus plan for improvement of student achievement;

(8) if a campus has been a low-performing campus for a period of one year or more, appoint a board of managers composed of residents of the district to exercise the powers and duties of the board of trustees of the district in relation to the campus; or

(9) if a campus has been a low-performing campus for a period of two years or more, order closure of the school program on the campus.

(c) The commissioner shall review annually the performance of a district or campus subject to this section to determine the appropriate actions to be implemented under this section. The commissioner must review at least annually the performance of a district for which the accreditation rating has been lowered due to unacceptable student performance and may not raise the rating until the district has demonstrated improved student performance. If the review reveals a lack of improvement, the commissioner shall increase the level of state intervention and sanction unless the commissioner finds good cause for maintaining the current status.

(d) The costs of providing a monitor, master, management team, or special campus intervention team shall be paid by the district.

(e) The commissioner shall clearly define the powers and duties of a master or management team appointed to oversee the operations of the district. At least every 90 days, the commissioner shall review the need for the master or management team and shall remove the master or management team unless the commissioner determines that continued appointment is necessary for effective governance of the district or delivery of instructional services. A master or management team, if directed by the commissioner, shall prepare a plan for the implementation of action under Subsection (a)(9) or (10). The master or management team:

(1) may direct an action to be taken by the principal of a campus, the superintendent of the district, or the board of trustees of the district;

(2) may approve or disapprove any action of the principal of a campus, the superintendent of the district, or the board of trustees of the district;

(3) may not take any action concerning a district election, including ordering or canceling an election or altering the date of or the polling places for an election;

(4) may not change the number of or method of selecting the board of trustees;

(5) may not set a tax rate for the district; and

(6) may not adopt a budget for the district that provides for spending a different amount, exclusive of required debt service, from that previously adopted by the board of trustees.

(f) A special campus intervention team appointed under this section may consist of teachers, principals, other educational professionals, and superintendents recognized for excellence in their roles and appointed by the commissioner to serve as members of a team.

§39.131

(g) If the commissioner appoints a board of managers to govern a district, the powers of the board of trustees of the district are suspended for the period of the appointment and the commissioner shall appoint a district superintendent. Notwithstanding any other provision of this code, the board of managers may amend the budget of the district.

(h) If the commissioner appoints a board of managers to govern a campus, the powers of the board of trustees of the district in relation to the campus are suspended for the period of the appointment and the commissioner shall appoint a campus principal. Notwithstanding any other provision of this code, the board of managers may submit to the commissioner for approval amendments to the budget of the district for the benefit of the campus. If the commissioner approves the amendments, the board of trustees of the district shall adopt the amendments.

House Bill 1104, 76th Texas Legislature *[Section 3 of Acts 1999, 76th Leg., ch. 1365]*

This Act applies beginning with the 1999-2000 school year.

Penal Code
§37.10(c)

Tampering with Governmental Record
[as amended by Acts 1999 76th Leg. ch 718, § 1] [HB 926]

(a) – (b) *not repealed here*

(c)(1) Except as provided by Subdivision (2) and by Subsection (d), an offense under this section is a Class A misdemeanor unless the actor's intent is to defraud or harm another, in which event the offense is a state jail felony.

(2) An offense under this section is a felony of the third degree if it is shown on the trial of the offense that the government record was a public school record, report, or assessment required under Chapter 39, Education Code, or was a license, certificate, permit, seal, title, letter of patent, or similar document issued by government, by another state, or by the United States, unless the actor's intent is to defraud or harm another, in which event the offense is a felony of the second degree.

(d) – (h) *not repealed here*

House Bill 926, 76th Texas Legislature *[Sections 2 and 3 of Acts 1999, 76th Leg., ch. 718]*

SECTION 2. The change in law made by this Act applies only to an offense committed on or after the effective date of this Act. An offense committed before the effective date of this Act is covered by the law in effect when the offense was committed, and the former law is continued in effect for that purpose. For purposes of this section, an offense was committed before the effective date of this Act if any element of the offense occurred before that date.

SECTION 3. This Act takes effect September 1, 1999.

Public Education Grant Program Statutes

§29.201

Texas Education Code Sec. 29.201. PARENTAL CHOICE.

Notwithstanding any other provision of this code, as provided by this subchapter an eligible student may attend a public school in the district in which the student resides or may use a public education grant to attend any other district chosen by the student's parent.

§29.202

Texas Education Code Sec. 29.2021. ELIGIBILITY.

(a) A student is eligible to receive a public education grant or to attend another public school in the district in which the student resides under this subchapter if the student is assigned to attend a public school campus:

  (1) at which 50 percent or more of the students did not perform satisfactorily on an assesement instrument administered under Section 39.023(a) or (c) in any two of the preceding three years; or

  (2) that was, at any time in the preceding three years, identified as low-performing by the commissioner under Subchapter D, Chapter 39.

(b) After a student has used a public education grant to attend a school in a district other than the district in which the student resides:

  (1) the student does not become ineligible for the grant if the school on which the student's initial eligibility is based no longer meets the criteria under Subsection (a); and

  (2) the student becomes ineligible for the grant if the student is assigned to attend a school that does not meet the criteria under Subsection (a).

§29.203

Texas Education Code Sec. 29.203. FINANCING.

(a) A student who under this subchapter uses a public education grant to attend a public school in a school district other than the district in which the student resides is included in the average daily attendance of the district in which the student attends school.

(b) A school district is entitled to the allotment provided by Section 42.157 for each eligible student using a public education grant. If the district has a wealth per student greater than the guaranteed wealth level but less than the equalized wealth level, a school district is entitled under rules adopted by the commissioner to additional state aid in an amount equal to the difference between the cost to the district of providing services to a student using a public education grant and the sum of the state aid received because of the allotment under Section 42.157 and money from the available school fund attributable to the student.

(c) A school district is entitled to additional facilities assistance under Section 42.4101 if the district agrees to:

  (1) accept a number of students using public education grants that is at least one percent of the district's average daily attendance for the preceding school year; and

  (2) provide services to each student until the student either voluntarily decides to attend a school in a different district or graduates from high school.

§29.203

(d) A school district chosen by a student's parent under Section 29.201 is entitled to accept or reject the application for the student to attend school in that district but may not use criteria that discriminate on the basis of a student's race, ethnicity, academic achievement, athletic abilities, language proficiency, sex, or socioeconomic status. A school district that has more acceptable applicants for attendance under this subchapter than available positions must give priority to students at risk of dropping out of school as defined by Section 29.081 and must fill the available positions by lottery. However, to achieve continuity in education, a school district may give preference over at-risk students to enrolled students and to the siblings of enrolled students residing in the same household or other children residing in the same household as enrolled students for the convenience of parents, guardians, or custodians of those children.

(e) A school district chosen by a student's parent under Section 29.201 may not charge the student tuition.

(f) The school district in which a student resides shall provide each student attending a school in another district under this subchapter transportation free of charge to and from the school the student would otherwise attend.

(g) In this section:

  (1) "Equalized wealth level" has the meaning assigned by Section 41.001.

  (2) "Guaranteed wealth level" means a wealth per student equal to the dollar amount guaranteed level of state and local funds per weighted student per cent of tax effort, as provided by Section 42.302, multiplied by 10,000.

  (3) "Wealth per student" has the meaning assigned by Section 41.001.

§29.204

Texas Education Code Sec. 29.204. NOTIFICATION.

(a) Not later than January 1 of each year the commissioner shall, based on the most recent information available, provide notice to each school district in which a campus described by Section 29.202 is located that:

  (1) identifies each campus in the district that meets the description in Section 29.202; and

  (2) informs the district that the district must comply with Subsection (b).

(b) Not later than February 1 of each year, a school district shall notify the parent of each student in the district assigned to attend a campus described by Section 29.202 that the student is eligible for a public education grant. The notice must contain a clear, concise explanation of the public education grant program and of the manner in which the parent may obtain further information about the program.

§29.205

Texas Education Code Sec. 29.205. CONTRACT AUTHORITY.

The board of trustees of a school district may contract under Section 11.157 for the provision of educational services to a district student eligible to receive a public education grant under Section 29.202.

Statutes Relating to Planning for Improvement

§11.251

Texas Education Code §11.251. PLANNING AND DECISION-MAKING PROCESS.

(a) The board of trustees of each independent school district shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. The board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

(1) are mutually supportive to accomplish the identified objectives; and

(2) at a minimum, support the state goals and objectives under Chapter 4.

(b) The board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of the district, parents, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. The board shall establish a procedure under which meetings are held regularly by district- and campus-level planning and decision-making committees that include representative professional staff, parents of students enrolled in the district, and community members. The committees shall include business representatives, without regard to whether a business representative resides in the district or whether the business the person represents is located in the district. The board, or the board's designee, shall periodically meet with the district-level committee to review the district-level committee's deliberations.

(c) For purposes of establishing the composition of committees under this section:

(1) a person who stands in parental relation to a student is considered a parent;

(2) a parent who is an employee of the school district is not considered a parent representative on the committee;

(3) a parent is not considered a representative of community members on the committee; and

(4) community members must reside in the district and must be at least 18 years of age.

(d) The board shall also ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision-making at the district and campus levels.

(e) The board shall adopt a procedure, consistent with Section 21.407(a), for the professional staff in the district to nominate and elect the professional staff representatives who shall meet with the board or the board designee as required under this section. At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members. Board policy must provide procedures for:

(1) the selection of parents to the district-level and campus-level committees; and

(2) the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

§11.251

(f) The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process.

(g) This section does not:

  (1) prohibit the board from conducting meetings with teachers or groups of teachers other than the meetings described by this section;
  (2) prohibit the board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision-making;
  (3) limit or affect the power of the board to govern the public schools; or
  (4) create a new cause of action or require collective bargaining.

§11.252

Texas Education Code §11.252. DISTRICT-LEVEL PLANNING AND DECISION-MAKING.

(a) Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee established under Section 11.251. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under Section 39.051. The district improvement plan must include provisions for:

  (1) a comprehensive needs assessment addressing district student performance on the academic excellence indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by the district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs;
  (2) measurable district performance objectives for all appropriate academic excellence indicators for all student populations, appropriate objectives for special needs populations, and other measures of student performance that may be identified through the comprehensive needs assessment;
  (3) strategies for improvement of student performance that include:
    (A) instructional methods for addressing the needs of student groups not achieving their full potential;
    (B) methods for addressing the needs of students for special programs, such as suicide prevention, conflict resolution, violence prevention, or dyslexia treatment programs;
    (C) dropout reduction;
    (D) integration of technology in instructional and administrative programs;
    (E) discipline management;
    (F) staff development for professional staff of the district;
    (G) career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities; and
    (H) accelerated education;
  (4) resources needed to implement identified strategies;
  (5) staff responsible for ensuring the accomplishment of each strategy;

§11.252

(6) timelines for ongoing monitoring of the implementation of each improvement strategy; and

(7) formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

(b) A district's plan for the improvement of student performance is not filed with the agency, but the district must make the plan available to the agency on request.

(c) In a district that has only one campus, the district- and campus-level committees may be one committee and the district and campus plans may be one plan.

(d) At least every two years, each district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision-making and planning to ensure that they are effectively structured to positively impact student performance.

(d-1) The first evaluation under Subsection (d) shall be performed not later than September 30, 1995. This subsection expires January 1, 1996.

(e) The district-level committee established under Section 11.251 shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from the agency for the purpose of discussing the performance of the district and the district performance objectives. District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. This section does not create a new cause of action or require collective bargaining.

(f) A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program.

§11.253

Texas Education Code §11.253. CAMPUS PLANNING AND SITE-BASED DECISION-MAKING.

(a) Each school district shall maintain current policies and procedures to ensure that effective planning and site-based decision-making occur at each campus to direct and support the improvement of student performance for all students.

(b) Each district's policy and procedures shall establish campus-level planning and decision-making committees as provided for through the procedures provided by Sections 11.251(b)-(e).

(c) Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations.

(d) Each campus improvement plan must:

(1) assess the academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051;

(2) set the campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations;

(3) identify how the campus goals will be met for each student;

(4) determine the resources needed to implement the plan;

(5) identify staff needed to implement the plan;

(6) set timelines for reaching the goals; and

(7) measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

(e) In accordance with the administrative procedures established under Section 11.251(b), the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The campus-level committee must approve the portions of the campus plan addressing campus staff development needs.

(f) This section does not create a new cause of action or require collective bargaining.

(g) Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from the agency to discuss the performance of the campus and the campus performance objectives. District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees.

(h) A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

Appendix B – Commissioners Rules

Statute requires the commissioner of education to adopt rules governing the reports required by Chapter 39 of the *Texas Education Code*. The rules, revised in 1995, related to the School Report Card and AEIS reports are provided in this appendix. These rules are codified in 19 *Texas Administrative Code*.

School Report Card Rule

Chapter 61. School Districts
Subchapter BB. Commissioner's Rules on Reporting Requirements,

§61.1021. School Report Cards.

(a) The campus report card disseminated by the Texas Education Agency (TEA) under the Texas Education Code, §39.052, shall be termed the "school" report card (SRC).

(b) The intent of the SRC is to inform each student's parents or guardians about the school's performance and characteristics. Where possible, the SRC will present the school information in relation to the district, the state, and a comparable group of schools. The SRC will present the student, staff, financial, and performance information required by statute, as well as any explanations and additional information deemed appropriate to the intent of the report.

(c) The SRC must be disseminated within six weeks after it is received from TEA.

(d) The campus administration may provide the SRC in the same manner it would normally transmit official communications to parents and guardians, such as: including the SRC in a weekly folder sent home with each student, mailing it to the student's residence, providing it at a teacher-parent conference, or enclosing it with the student report card.

(e) The school may not alter the report provided by TEA; however, it may concurrently provide additional information to the parents or guardians that supplements or explains information in the SRC.

AEIS Reports Rule

Chapter 61. School Districts

Subchapter BB. Commissioner's Rules on Reporting Requirements

§61.1022. Academic Excellence Indicator System.

(a) The performance report provided by the Texas Education Agency (TEA) under the *Texas Education Code*, §39.052, shall be termed the Academic Excellence Indicator System (AEIS) report.

(b) The intent of the AEIS is to inform the public about the educational performance of the district and of each campus in the district in relation to the district, the state, and a comparable group of schools. The AEIS report will present the campus performance information as well as student, staff, and financial information required by statute. It will also include any explanations and additional information deemed appropriate to the intent of the report.

(c) The hearing for public discussion of the AEIS report must be held within 90 days after the report is received from TEA.

(d) The AEIS report must be published within two weeks of the hearing for public discussion. It must be published in the same format as it was received from TEA.

(e) The district may not alter the report provided by TEA; however, it may concurrently provide additional information to the public that supplements or explains information in the AEIS report.

(f) The local board of trustees shall disseminate the report by posting it in public places, such as each school office, local businesses, and public libraries.

Accountability Manual Rule

Beginning in 2000, a portion of the *Accountability Manual* was adopted as a commissioner rule by reference. The agency intends to update the rule this spring once the *2001 Accountability Manual* is published. References to the *2000 Accountability Manual* and 2000 dates will be changed to the *2001 Accountability Manual* and 2001 dates The rule adopted in June 2000 is provided below:

Chapter 97 Planning and Accreditation

Subchapter AA Accountability Ratings and Acknowledgments

§97.1002, Adoption by Reference: Standard Procedures

(a) The standard procedures by which districts and campuses are rated and acknowledged for school year 1999-2000 are described in the official Texas Education Agency (TEA) publication, Part 1 of the *2000 Accountability Manual*, dated April 2000, which is adopted by this reference as the agency's official rule. A copy of the *2000 Accountability Manual* is available for examination during regular office hours, 8:00 a.m. to 5:00 p.m., except holidays, Saturdays, and Sundays, at the Texas Education Agency, 1701 North Congress Avenue, Austin, Texas 78701. In addition, the publication can be accessed from the Texas Education Agency official website.

(b) The commissioner of education shall amend Part 1 of the *2000 Accountability Manual* and this section adopting it by reference, as needed.

Appendix C – Who to Call with Questions

Regional Education Service Center Contacts

Representatives from each of the Regional Educational Service Centers (ESCs) receive annual updates on the accountability system. If you have questions about the system, please call your ESC. The trained representatives there will be able to respond more quickly to your concerns than will Texas Education Agency staff. All questions which cannot be answered by ESC staff will be referred to the agency.

ESC Region	Location	Telephone	Fax
1	Edinburg	(956) 984-6000	(956) 984-6299
2	Corpus Christi	(361) 561-8400	(361) 883-3442
3	Victoria	(361) 573-0731	(361) 576-4804
4	Houston	(713) 462-7708	(713) 744-6514
5	Beaumont	(409) 838-5555	(409) 833-9755
6	Huntsville	(936) 295-9161	(936) 295-1447
7	Kilgore	(903) 984-3071	(903) 984-9518
8	Mt. Pleasant	(903) 572-8551	(903) 575-2611
9	Wichita Falls	(940) 322-6928	(940) 767-3836
10	Richardson	(972) 348-1700	(972) 231-3642
11	Ft. Worth	(817) 740-3600	(817) 740-7600
12	Waco	(254) 666-0707	(254) 666-0823
13	Austin	(512) 919-5313	(512) 919-5374
14	Abilene	(915) 675-8600	(915) 675-8659
15	San Angelo	(915) 658-6571	(915) 658-6571
16	Amarillo	(806) 376-5521	(806) 373-3432
17	Lubbock	(806) 792-4000	(806) 792-1523
18	Midland	(915) 563-2380	(915) 567-3290
19	El Paso	(915) 780-1919	(915) 780-6537
20	San Antonio	(210) 370-5200	(210) 370-5750

Agency Contacts Questions about district performance data may be directed to agency staff. Phone numbers for appropriate divisions are provided.

Subject	Division	Telephone	Fax
Accountability Ratings	Performance Reporting	(512) 463-9704	(512) 475-3584
Accountability Web Products	Performance Reporting	(512) 463-9704	(512) 475-3584
Additional Acknowledgment	Performance Reporting	(512) 463-9704	(512) 475-3584
Advanced Placement / Int. Baccalaureate	Research and Evaluation	(512) 475-3523	(512) 463-0028
AEIS / School Report Card	Performance Reporting	(512) 463-9704	(512) 475-3584
Alternative Education	Accountability Development and Support	(512) 463-9637	(512) 936-0723
Awards Programs	Accountability Development and Support	(512) 463-9637	(512) 936-0723
Charter Schools	Charter Schools	(512) 463-9575	(512) 463-9732
College Admissions Results	Research and Evaluation	(512) 475-3523	(512) 463-0028
Comparable Improvement	Performance Reporting	(512) 463-9704	(512) 475-3584
Disciplinary Alternative Education Programs	School Safety	(512) 463-9982	(512) 463-9428
Dropout / Completion Rates	Research and Evaluation	(512) 475-3523	(512) 463-0028
End-of-Course Examination Credit for Accountability	Student Assessment	(512) 463-9536	(512) 463-9302
Juvenile Justice Alternative Education Programs Evaluation	School Safety	(512) 463-9982	(512) 463-9428
On-site Investigations	Quality, Compliance, & Accountability Reviews	(512) 463-9495	(512) 475-3665
PEIMS Data	Customer Assistance and Training	(512) 463-9049	(512) 475-3664
Ratings Appeals: *Std.*	Accountability Reporting & Research	(512) 463-9701	(512) 475-3499
Ratings Appeals: *Alt. Ed.*	Quality, Compliance, & Accountability Reviews	(512) 463-8998	(512) 475-3665
Recommended HS Program	Curriculum	(512) 463-9581	(512) 463-8057
TAAS / Assessment Data	Student Assessment	(512) 463-9536	(512) 463-9302
TAAS / TASP Equivalency	Student Assessment	(512) 463-9536	(512) 463-9302

Appendix D – Acknowledgments

TEA Staff

Many people have contributed to the development of this edition of the *Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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Darrell Stewart	Division of Systems Operations and Support
Betty Weed	Division of Performance Reporting

Commissioner's Accountability Advisory Group

Representatives from legislative offices, school districts, and the business community were invited to participate in resolving many issues critical to the accountability system. An advisory group to the commissioner met in May 2000 and February 2001 to discuss issues related to finalizing the 2001 standards and directions for the future beyond. We appreciate the efforts these individuals made to tackle tough problems creatively and fairly:

Legislative Staff

Margaret LaMontagne, Senior Advisor, *Office of Governor Bush*
Robert Scott, Senior Advisor, *Office of Governor Perry*
Debbie Esterak, Public Education Council, *Office of Governor Bush*
Patrick Francis, Public Education Team Manager, *Legislative Budget Board*
Richard Powell, *Office of Lieutenant Governor Perry*
Patricia Hayes, *Office of the Lieutenant Governor*
Trish Conradt, *Office of the Speaker of the House*
Jack Elrod, *General Counsel to the Senate Education Committee*
Monty Winn, Special Assistant, *House Public Education Committee*
Margaret Wallace, *Assistant to Representative Paul Sadler*

School District / Regional Education Service Center Representatives

Rod Paige, Superintendent, *Houston ISD*
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Darv Winick, Winick & Associates
Bill Miller, Board Member, Texas Juvenile Probation Commission, American Bank of Commerce
Sandy Kress, Attorney, Aikin, Gump, Strauss, Houer, and Seld

Other Advisory Groups

An educator focus group convened for three meetings in March and April of 2000 to address 2001 through 2005 accountability system development issues. The group returned in December 2000 to make recommendations on implementation details for the 2001 rating cycle. These individuals committed over five days of their time at their own expense to address the often difficult and complicated issues.

Educator Focus Group

Alda Benavides, Executive Assistant for Instructional Support, *La Joya ISD*
Daniel King, Superintendent, *Hidalgo ISD*
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Marsha Lindahl, Director of Special Education, *Small Co-op*
Dawson Orr, Superintendent, *Pampa ISD*
Mike Motheral, Superintendent, *Sundown ISD*
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Other Advisory Groups *(cont.)*

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Dee Carter, *Seguin ISD*
Skip Casey, *Coleman ISD*
Jesus Chavez, *Harlingen ISD*
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Steve Myers, *Louise ISD*
Sylvester Perez, *Clint ISD*
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Lonnie Seipp, *Bumet CISD*
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John Wilson, *Clear Creek ISD*
Roberto Zamora, *La Joya ISD*
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Louann H. Martinez, *Texas Association of School Administrators*

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Thomas Poe, *Region VI*
Eddie J. Little, *Region VII*
Scott Ferguson, *Region VIII*
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Joe T. Farmer, *Region X*
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Terry Harlow, *Region XIV*
Clyde Warren, *Region XV*
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